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ABSTRACT

Focusing on the 1988-89 academic year, this report outlines the procedures, actions, and findings of Germanna Community College's (GCC's) Assessment Steering Committee. Separate reports explain the methods and outcomes of assessments of the developmental studies program, general education curriculum, nursing program, and associate of applied science degree program in business management technology/management. In addition, findings are presented from surveys of prior students, the local community, employers, and graduates. The next sections focus on the processes used to assess and award credit for prior learning experiences and to assess transfer student outcomes using data provided by senior institutions. Revisions to the institutional effectiveness assessment plan are presented next, followed by a report on faculty views of assessment. The final sections examine the first-year achievements of GCC's Critical Thinking project, and list the members and purpose of the college's Assessment Steering Committee. Highlighted findings include the following: (1) problems in advising, retention, placement testing, and courses were discovered within the developmental studies division; (2) faculty and staff felt that the most important general education competencies were reading, writing, speaking, independent learning, information-seeking skills, and citizenship; and (3) the assessment of the nursing program identified several problems, including an unacceptable faculty/student ratio. (JMC)

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GERMANNA COMMUNITY COLLEGE

ASSESSMENT REPORT

JULY 6, 1989

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GERMANNA COMMUNITY COLLEGE
ASSESSMENT REPORT
JUNE 1989

The following report describes the composition and responsibilities of the Assessment Steering Committee and the assessment activities for 1988-89 in the following areas:

Page 2		Summary
Page 7	1.	Remediation
Page 15	2.	General Education
Page 19		Attachments A, B, C, D, E
Page 27	3.	Occupational-Technical Program Assessment Graduates)
Page 52	4.	Surveys (Alumni, Employers, Community, Graduates
Page 62	5.	Prior Learning Experiences
Page 72	6.	Continuing Education
Page 72	7.	Transfer Students
Page 76	8.	Institutional Effectiveness
Page 86	9.	Faculty Survey
Page 89	10.	Funds for Excellence
Page 95		Attachment A
Page 97	11.	Assessment Steering Committee

SUMMARY
OF
ASSESSMENT ACTIVITIES 1988/89

This report outlines the procedures developed and the actions taken during the 1988/89 academic year by Germanna Community College's Assessment Steering Committee.

Through the formation of the Assessment Steering Committee, a process was developed to ensure that assessment will be an on-going factor for institutional effectiveness at Germanna. Progress was made in the following areas:

1. **Remediation Assessment**

Sally Nelson was hired in October as Chairperson of the Humanities, Social Sciences and Developmental Studies Division. She reinstituted the Developmental Studies Committee to oversee the assessment of Developmental Studies.

As this Developmental Studies Committee and the new Chairperson for Humanities, Social Sciences, and Developmental Studies have examined this program, they have discovered several problems which will need to be addressed. These problems involve advising, retention, and placement testing, as well as problems related to the courses themselves, such as pre-tests and post-tests and clearer, more specific objectives for reading and writing courses. As a result, changes in these areas have been specified and a complete evaluation of Developmental Studies is scheduled for next year.

2. **General Education**

The General Education sub-committee of the Curriculum Committee developed a process for identifying the objectives of general Education for Germanna students. This process involved asking the faculty to submit their definitions of General Education and faculty and staff were surveyed regarding competencies associated with General Education.

Competencies which were seen as most important were: reading, writing, speaking, being an independent learner, possessing information-seeking skills, and recognizing one's rights and responsibilities as a citizen. Those competencies ranked as least important were: leadership skills, applying scientific methods, making logical inferences, and valuing education. All of the identified competencies were assigned to one of the following general objectives of General Education:

1) Communicating
2) Solving Problems
3) Clarifying Values
4) Functioning Within Social Institutions
5) Using Science and Technology
6) Using The Arts

A graduate survey was prepared to include these objectives. Data from the survey indicate that those graduates surveyed believe that their experience at Germanna has contributed to meeting General Education objectives. Additional data will be elicited from the faculty in the fall 1989, in a survey of how faculty see these objectives being met in their courses. In addition, a faculty workshop on teaching critical thinking skills is planned for the fall orientation.

The general education subcommittee recommended the formation of an ad-hoc committee on General Education to develop a process of measuring the student outcomes of General Education at Germanna.

3. **Occupational Technical Program Assessment**

a. Nursing

The assessment of the Nursing Program identified several problems. For example, the 1:10 faculty/student ratio by which the nursing program is funded is considered hazardous within the clinical setting. Also the increase in scientific knowledge and technological changes makes it increasingly difficult to provide adequate coverage of material within the current time frame of the Nursing Program. The director of Germanna's Nursing Program is active in lobbying for the resolution of these problems within the community college system.

In addition, the lack of humanities and cultural content in the nursing curriculum was addressed by the addition of a course in ethics in 1976 and an elective in humanities and social sciences in 1988. A course in critical thinking was identified as important for nursing students and it is recommended that the college develop such a course. This is also being considered by the General Education sub-committee.

b. Business

A major change in the Business Management Technology curriculum with the major in Management was the addition of a capstone course which focused on computer simulation to assess the students' knowledge of both the management functions and business skills. This course was used as a post-test and demonstrated an average increase from 55% to 71% correct answers per test. In the future, when the same students can be administered both the pre- and post-tests, such increases will be a more valid measurement of knowledge gained by the students.

The graduate survey for Business Management Technology revealed a high degree of satisfaction with the program. However, a deficiency in the curriculum was identified regarding the General Education objective of "Using the Arts."

In addition, the assessment effort identified a weakness in the College's ability to track students on a program basis. Efforts to establish a tracking system on both an individual and program level are underway.

4. Surveys

Surveys were developed and administered for prior students, graduating students, employers and the community.

Survey returns from prior students and their employers were too small to be of any significance. The Assessment Steering Committee has recommended that this problem be further addressed next year. The establishment of a strong alumni organization and contacts with the employers of Germanna students may help.

The community survey identified a need for increased publicity and for transfer programs. Overall the community perception of Germanna's services was very positive with 74.1% of those surveyed in agreement with the statement that Germanna provides valuable services to the community.

The results of the survey for graduating students in Business and Nursing indicated that the respondents had a positive experience at Germanna with 97% stating they were satisfied or very satisfied with their overall experience and 82% responding they would probably or definitely attend again. In addition, the following problem areas to be addressed by the College next year

were identified by the survey: general education objective of using the arts, use of faculty evaluations, poor equipment and neglect of evening students.

In addition, the Assessment Steering Committee voted to use ETS' non-returning student survey beginning fall 1989 and the Developmental Studies Committee is investigating the use of ASSET (ACT) for gathering data on entering students.

5. **Prior Learning Experiences**

Policies and procedures for the assessment of prior learning experiences were developed by the Curriculum Committee and were recommended to the Dean of Instruction to be implemented by the beginning of Fall Semester 1989.

6. **Continuing Education**

The assessment of Continuing Education and Community Services has been included in the Assessment Plan Revision and is scheduled for the academic year 1990-91.

7. **Transfer Students**

Transfer information agreements have been established with Virginia Commonwealth University (VCU), James Madison University (JMU), Old Dominion University (ODU), Mary Washington College (MWC) and Ferrum College. Information has been received from JMU, ODU, VCU and Longwood College thus far. Due to the limited amount of information provided, no major conclusions can be drawn. It is anticipated that once more detailed analysis can be made there will be implications for instructional, student services and research areas of the college.

8. **Institutional Effectiveness**

The Assessment Steering Committee was formed to oversee the assessment process at Germanna. It revieved the assessment plan and made revisions which included developing a procedure and timetable for the gathering of data and the review of programs and services of the college. This process will provide ongoing research and evaluation of Germanna's institutional effectiveness.

In addition, the college adopted a Master Plan which identifies the objectives and the individuals responsible for reporting on the progress made towards the identified objectives. The Master Plan further endorses the assessment plan revision by including as one of its goals the development of ongoing data

gathering for the purpose of improving the programs and services of the college.

9. **Faculty Survey**

The faculty of Germanna were surveyed regarding their attitudes about assessment. The results of the survey indicated the need for keeping faculty informed about the assessment process. A follow up survey was recommended for Spring 1990.

10. **Funds for Excellence**

Five faculty participated in the first year of a two-year cooperative project on critical thinking with faculty from Blue Ridge and Northern Virginia Community College. These Critical Thinking Scholars developed methods for incorporating critical thinking skills within their specific disciplines and have planned a faculty workshop on critical thinking for the start of the fall semester 1989. Five new scholars have been selected for the second year of the project.

The following report has been prepared and approved by the Assessment Steering Committee. Any questions or suggestions for revision should be directed to Dr. Gayle Wolfe, Assessment Coordinator.

1. **REMEDIATION**

Sally Nelson was hired in October to fill the new position as Chairperson of the Humanities, Social Sciences and Developmental Studies Division. Working together with the faculty she organized the Developmental Studies Committee to oversee the assessment of Developmental Studies. The following report was submitted by her to the Assessment Steering Committee.

DEVELOPMENTAL STUDIES
ASSESSMENT REPORT

Population

For purposes of this assessment report, the population for the Developmental Studies category will consist of those students taking at least one developmental course (those courses numbered 01 through 09). However, Germanna does not classify these students separately as developmental; therefore, these same students will be included in other populations such as occupational/technical or college transfer.

Goals

In keeping with the goal of the College to provide each student with an opportunity for success, Developmental Studies classes allow students to review or to learn math and/or English skills necessary for admission to their chosen program of study. The major aim, therefore, of Developmental Studies is to provide additional instruction for those students who do not meet the minimum requirements for college level English or Math courses.

Entry Information

During the 1988-89 school year, developmental students were identified through a series of placement tests required of all new students planning to enter one of the associate degree or certificate programs. Specifically, these tests, placement scores, and recommendations are as follows:

1. Arithmetic Skills Test - minimum 24 out of 35 required for MTH 03, 141, and NUR 135 - used for placement into MTH 01 and 02.

2. Elementary Algebra Test - minimum 20 out of 35 required for MTH 04 - used for placement into MTH 03.

3. Intermediate Algebra Test - minimum 16 out of 30 required for MTH 115 and 171 - used for placement into MTH 04.

4. Functions and Graphs Test - minimum of 15 out of 30 required for MTH 173.

5. English Written Expression Exam - minimum of 20 out of 40 required for ENG 101, 25 for ENG 111 - used for placement into ENG 01.

6. Nelson - Denny Vocabulary Test - minimum 12.0 grade level.

7. Nelson - Denny Comprehension Test - minimum 12.0 grade level required for ENG 111 - used for placement into ENG 04.

8. Nelson - Denny Reading Rate Test - minimum 12.0 grade level - used for placement into ENG 06.

Developmental Studies Program

Prior to Fall 1988, Germanna had no organized Developmental Studies program although placement tests were given, recommendations made, and courses offered in developmental writing, reading, and math. The creation of a new Division of Humanities, Social Sciences, and Developmental Studies has begun the process of bringing cohesion to the Developmental Studies program and the college's Developmental Studies committee has been meeting throughout the year to examine the developmental program and to assess its success at Germanna. In addition, the recent publication of the Report of the Joint Task Force on Remediation has provided guidelines for the implementation of such a program.

As this Developmental Studies Committee and the new Chairperson for Humanities, Social Sciences, and Developmental Studies have examined this program, they have discovered several problems which will need to be addressed. These problems involve advising, retention, and placement testing, as well as problems related to the courses themselves, such as pre-tests and post-tests and clearer, more specific objectives for reading and writing courses.

Placement Testing and Enrollment

In order to assess the present state of the program, we looked first at the placement testing phase. Unfortunately, placement testing has not taken place on a regular basis until fairly recently. Only students who were enrolling in an English or a math course were required to take a placement test and many of them were able to avoid such tests because of a lack of follow-up. Both the establishment of a division responsible for Developmental Studies and the increased emphasis on assessment have led to a tightening of the placement procedures and, consequently, more accurate and more complete records.

Our records do show that 557 of the new students who enrolled for the first time during Fall 1988 had taken placement tests. Of this group of 557,

98 (18%) were recommended for ENGLISH 01 (Developmental Writing)

96 (17%) were recommended for ENGLISH 04 (Developmental Reading)

69 (12%) were recommended for MATH 02 (Basic Arithmetic)

122 (22%) were recommended for MATH 03 (Basic Algebra I)

72 (13%) were recommended for MATH 04 (Basic Algebra II)

Although these students were recommended for developmental courses, not all of them enrolled in such courses during Fall 1988. Therefore, in order to provide data for this assessment report, we completed a detailed analysis of 253 students who enrolled in developmental courses during Fall 1988. Using this group as our sample, we found that three different populations were represented:

A - 77 (30%) had first enrolled prior to Summer 1988

B - 22 (9%) had first enrolled Summer 1988

C - 154 (61%) had first enrolled Fall 1988.

These students were enrolled in the following developmental courses during Fall 88:

	Reading ENG 04	Writing ENG 01
A	6	6
B	6	4
C	37	39
	49	49

	MATH 01	MATH 02	MATH 03	MATH 04	TOTAL MATH
A	28	2	30	9	69
B	5	2	9	4	25
C	28	17	57	25	127
	61	21	96	38	216

Furthermore, these students were enrolled in the following number of developmental courses:

	Three	Two	One
A	1	2	74
B	2	3	17
C	13	24	117
	16	29	208

Advising and Retention

When we re-examined the enrollment figures for these same students during the spring semester 1989, we found that 84 (33%) did not return. This same analysis produced some interesting data about the relationship between advising and continuing success. For example, 62% of those who did not return had no listed advisor.

A	24 did not return	9 had no advisor
B	3 did not return	2 had no advisor
C	57 did not return	41 had no advisor
	84 (33%)	52 (62%)

Of the 166 (66%) who did return, 123 (74%) continued in the same content area, either in another developmental course or in a college level course. This data also indicated a relationship between advising and continuing success.

A	50 did return	36 continued	5 had no advisor
B	19 did return	18 continued	0 had no advisor
C	97 did return	69 continued	21 had no advisor
	166 (66%)	123 (74%)	26 (21%)

A	14 did not continue	4 had no advisor
B	1 did not continue	1 had no advisor
C	28 did not continue	9 had no advisor
	43 (26%)	14 (33%)

This data has led Germanna to re-examine its advising procedure. Several faculty committees are discussing changes and the Dean's Council held an all-day retreat on May 30 to implement a better advising procedure. We expect that these changes will help to improve not only our retention but also the success rate of our developmental students.

Placement Testing

The Developmental Studies Committee has also read and discussed the recommendations set forth in the Report of the Task Force on Remedial Education. We have noted in particular the minimum levels of competence described for writing, reading, and math. We realize that our present placement test for English, the English Written Expression Exam, does not provide the information needed in order to assess the minimum level of competence for college-level writing. Therefore, the English faculty plans to implement a writing sample as part of the placement testing procedure by Fall 1990. Before making the writing sample a part of the placement tests, however, we plan to measure the effectiveness of such writing samples by using them as pre-tests and post-tests in all section of ENG 01, ENG 101, and ENG 111 during the fall semester 1989. Currently, the English faculty members are designing and revising the topics and criteria for these writing samples.

The English faculty have also recommended changes in the placement scores for writing courses. Because we are concerned about the correlation between reading levels and

writing, we recommended the following changes which were implemented on May 10, 1989.

> For ENG 111 and ENG 101, a score of at least 22 on the English Written Expression Exam AND a combined reading level (comprehension and vocabulary) of at least 10th grade level.
>
> Rather than the Nelson-Denny Reading Rate, advisors will be provided with a reading level which combines comprehension and vocabulary scores. This combined reading level will be shown as TOTAL.

In order to measure the reading levels of these developmental reading students more precisely, the developmental reading faculty plans to use the Nelson-Denny as a post-test for ENG 04 beginning during Summer 1989. Furthermore, the Developmental Studies Committee has recommended that those with reading placement test scores below 6th grade level be referred to other literacy agencies because Germanna does not at this time have the staff or space to serve these pre-remedial students.

The Math faculty have also met to discuss the placement tests and cut-off scores; however, they have not recommended any changes at this time.

Relationship of Reading Scores

Our analysis of the success rate of the sample of 253 students revealed a significant correlation between the reading score and the level of success. It also revealed that students recommended for English 04 (Reading Improvement) frequently did not enroll in that course and often did not succeed in other college level courses. At present, most of the degree programs include a policy which states, "Students who are not proficient in English and mathematics will require developmental studies." Unfortunately, "English" is not clearly defined and many advisors think that such a requirement applies only to writing courses. As Germanna proceeds with its assessment program, we hope to make policy changes which will clarify the requirements for developmental reading courses and bring them in line with the recommendations of the Task Force on Remediation.

Success Rate

Although it is difficult to make assumptions from data collected over a period of only one year, we found that the 253 students in our sample had achieved the following academic ranking by the end of the spring semester:

Rating	Number	Percent
None*	12	0.05
*did not take any credit courses		
President's List	5	0.02
Dean's List	13	0.05
Good Standing	77	0.30
Academic Warning	37	0.15
Academic Probation	15	0.06
Academic Suspension/ Dismissal	2	0.01
Did Not Return	92	0.36
	253	100

Next year, we plan to begin a tracking process which will provide more complete data about the success rate of these developmental students. In addition to examining the overall rating of these students, we will assess the success rate in each developmental area - reading, writing, math - and use this information to make changes in the Developmental Studies program at Germanna.

We will report these findings in our 1989-90 Assessment Report which, according to our revised Assessment Plan (see #8, Institutional Effectiveness), will again focus on Developmental Studies as one area of assessment.

2. GENERAL EDUCATION

A subcommittee of the Curriculum Committee was assigned the task of defining general education objectives and the procedures for measuring the outcomes of general education. The following report was submitted by Jane Ingalls, Chairperson for the subcommittee.

GENERAL EDUCATION REPORT
STUDENT OUTCOME ASSESSMENT

The General Education Subcommittee of the Curriculum Committee, with faculty, staff, and student representation, began the process of identifying the general education experience at Germanna Community College in November, 1988. Although the concept of general education is embedded in the college's mission statement, there is no specific reference to general education. General education courses in the humanities and fine arts, social and behavioral sciences, natural sciences and mathematics meet VCCS requirements for the Associate of Arts and Sciences and Applied Science degree programs. Therefore, like many colleges across the country, the committee saw its task as the development of a process for involving faculty, staff, and students in first defining general education at Germanna and identifying those objectives that we have for our students. Measurement of our effectiveness will then be meaningful.

The committee approached this task by revieving general education assessment plans at various colleges, universities, and community colleges. Faculty were invited to submit their definitions of general education and their objectives for a degree-seeking student. A faculty meeting with cross-discipline representation was held January, 1989 for further faculty development of the college's definition of general education and objectives. (Attachment A) With the faculties' input, a definition of general education and objectives were compiled and submitted to the faculty for further consideration. (Attachment B)

In continued effort to involve more faculty and staff, a survey of the importance of general education competencies to all student service personnel and all full-time and part-time faculty, was conducted requesting each to rank thirty competencies commonly associated with general education. Forty-two out of one hundred rankings were returned with several competencies added to the original list. The competencies seen as most important were reading, writing, speaking, being an independent learner, possessing information-seeking skills, and recognizing one's rights and responsibilities as a citizen. The least important were leadership skills, interpreting quantitative information, computer skills, applying scientific methods, making logical inferences, and valuing education. (Attachment C) Generally, one would interpret the data as suggesting Germanna's purpose, as seen by those responding to the survey, is to facilitate our students becoming workers, not scholars. Yet, in light of the nation-wide concern for students to possess critical thinking skills and to interact in today's global environment, the committee assigned each competency to one of the six general objectives previously submitted to the faculty. In March, 1989, a draft of the proposed definition

for general education with objectives was presented to the Curriculum Committee for review. (Attachment D) Following adoption of the proposal by faculty and administration, measurement of effectiveness will begin.

Currently, a graduate survey has been prepared which includes questions concerning the six general objectives of general education. The graduates surveyed were those in the Business Management Technology and the Nursing programs. The results of the survey indicate that these graduates believe that their experience at Germanna has contributed to meeting the General Education objectives.

	Very Large	Large	Moderate	Small	None
Communicating					
Total	5(15.2%)	18(54.5%)	9(27.3%)	1(3%)	0
Business	2(15.4%)	8(61.5%)	3(23.1%)	0	0
Nursing	3(15.8%)	9(47.4%)	6(31.6%)	1(5.3%)	0
Solving Problems					
Total	6(18.2%)	18(54.5%)	8(24.2%	1(3%)	0
Business	4(30.8%)	7(53.8%)	2(15.4%)	0	0
Nursing	2(10.5%)	11(57.9%)	5(26.3%)	1(5.3%)	0
Clarifying Values					
Total	5(15.2%)	16(48.5%)	10(30.3%)	2(6%)	0
Business	2(15.4%)	7(53.8%)	3(23.1%)	1(7.7%)	0
Nursing	3(15.8%)	9(47.4%)	6(31.6%)	1(5.3%)	0
Functioning Within Social Institutions					
Total	6(18.2%)	13(39.4%)	12(36.4%)	2(6.1%)	0
Business	2(15.4%)	5(38.5%)	5(38.5%)	1(7.7%)	0
Nursing	4(21.1%)	8(42.1%)	6(31.6%)	1(5.3%)	0
Using Science and Technology					
Total	7(21.9%)	15(46.9%)	10(31.3%)	0	0
Business	2(16.7%)	5(41.7%)	5(41.7%)	0	0
Nursing	5(26.3%)	10(52.6%)	4(31.1%)	0	0
Using the Arts					
Total	4(12.5%)	9(21.8%)	11(34.4%)	5(15.6%)	3(9.4%)
Business	1(8.3%)	2(16.7%)	3(25.0%)	4(33.3%)	2(16.7%)
Nursing	3(15.8%)	7(36.8%)	7(36.8%)	1(5.3%)	1(5.3%)

However, as the above table indicates, the Business graduates showed a significant percent (50%) stating that their experience at Germanna had no, or a small, effect in contributing to their ability to use the arts (being aware of and understanding the various forms of art). This possible deficit in the Business Management curriculum is to be addressed by the Business Division and Curriculum Committee next year.

While undergoing this process of assessment, several members of the general education subcommittee have also been involved in a project sponsored by the State Council of Higher Education to enhance students' skills of critical thinking. With the overall objectives of the project and assessment being the improvement of the curriculum and the development of better teaching techniques, ongoing energies need to be expended to increase faculty awareness and enthusiasm for incorporating the general education objectives in more courses, especially those for our degree-seeking students. A copy of a mid-year report on the critical thinking project at Germanna is Attachment E. A faculty workshop on teaching critical thinking skills is planned for the Fall, 1989 teacher orientation.

Measures of effectiveness in general education must grow out of the process that Germanna Community College is experiencing. A cross discipline dialogue has begun again; faculty desire to listen to one another with renewed understanding, respect, and support. A new milieu for the college is emerging which will bring us to curricula reform and teaching opportunities wherein our students receive the general education they need to be contributing members of the world community.

Attachment A

MEMORANDUM

To: Curriculum Committee - Dr. Richard Gosswiller
Assessment Steering Committee - Dr. Gayle Wolfe
Dean of Instruction and Student Services - Mr. Gilbert Coleman
President - Dr. Francis Turnage
Faculty

From: General Education Subcommittee/Curriculum Committee - Jane Ingalls, chairman

Date: January 7, 1989

Subject: Report of Faculty Meeting on General Education at GCC

A faculty meeting was held January 6, 1989 at 10 AM in Room 56 with twenty-seven faculty members present including three adjunct. The Dean of Instruction and Student Services also attended. An open dialogue between subcommittee members and faculty on the definition of and objectives of general education at Germanna Community College and the implementation of its assessment transpired. General support was expressed for the definition and objectives that the subcommittee had presented in the December 3, 1988 curriculum committee memo. In addition, the goal statement needs to include the premise that all learning is interrelated and that each student is an unique individual. The objectives need to include enabling students to become independent thinkers and self-directed learners.

In considering implementation of our goal and objectives at GCC, the desire for more inter-faculty exchange was repeatedly expressed. Faculty stated that they would like to learn from one another various teaching methodologies, to place greater emphasis in our classes on the relationship of the subjects our students are taking, and to encourage our students to participate in extracurricular opportunities like exhibits and concerts presented at Germanna. Faculty acknowledged that their time and reserve for involvement in the assessment process has been limited. Yet, their commitment to the students and the educational process is strong. Time and resources need to be allotted for faculty to develop an understanding of the role each can play in general education at Germanna.

Discussion on assessment of general education at GCC identified that faculty were opposed to the introduction of standardized tests such as the Academic Profile or CLEP to measure general education objectives, preferring other means such as faculty-student interviews and surveys. Opposition to additional testing was based on the logistics of time and administration, cost, student motivation, and interpretation

of scores.

Attachment A

At the onset of this meeting, the faculty recognized that other than the college's mission statement, Germanna Community College does not have a documented position on general education. Faculty expressed much interest in developing the goal of general education. However, there is a sense of caution by some who are struggling with the question of assessment as an external mandate without faculty ownership or as the opportunity for faculty to grow and impact curriculum. Through ongoing opportunities to dialogue over the next several months, the Germanna faculty will be able to develop general education objectives and the process of implementation. The administration of Germanna Community College needs to encourage these opportunities by providing time and resources for the development of faculty in the area of general education. Assessment will begin when faculty and students alike can identify those objectives.

Attachment B

GENERAL EDUCATION AT GERMANNA COMMUNITY COLLEGE
DEFINITION AND OBJECTIVES

"General education is defined as the knowledge and skills that enable an individual to more successfully fulfill educational and occupational objectives while enhancing the social and cultural aspects of one's life. General education is drawn from the social, behavioral, and natural sciences, mathematics, and the humanities and fine arts and include oral and written communication skills as well as numerical, computational, and critical thinking abilities. Through the general education component, the individual is given the opportunity to define personal values and relate them to the values of other persons and other cultures. Consequently, the individual is better prepared to function effectively as a citizen in a democratic and technological society."

The following general education objectives are identified:

Communicating: The student must be able to send and receive information in a variety of modes (written, oral, numeric), within a variety of settings (one-to-one, in small and large groups), and for a variety of purposes (e.g., to inform, to understand, to persuade, to analyze);

Solving Problems: The student must be able to analyze a variety of problems (e.g., scientific, social, personal), select or create solutions to problems, and implement solution;

Clarifying Values: The student should be able to identify personal values and the personal values of other individuals, understand how personal values develop, and analyze the implications of decisions made on the basis of personally held values;

Functioning Within Social Institutions: The student should be able to identify those activities and institutions which constitute the social aspects of a culture (e.g., governmental and economic systems, religion, marital and familial institutions, employment, and civic, volunteer, and recreational organizations), understand the impact that social institutions have on individuals in a culture, and analyze one's own as well as others' personal functioning within social institutions;

Using Sciences and Technology: The student should be able to identify those activities and products which constitute the scientific/technological aspects of culture (e.g., transportation, housing, energy, processed food, clothing, health maintenance, entertainment, and recreation, mood-altering, national defense, communication, and data processing), understand the impact of such activities and products on the individuals and the physical environment in a culture, and analyze the uses of technological products in a culture and one's personal use of such products;

Using the Arts: The student should understand the impact that art in its various forms (graphic arts, music, drama, literature, dance, sculpture, film, architecture) has on individuals in a culture.

Attachment C

TO: FACULTY AND STUDENT SERVICES

FROM: CURRICULUM COMMITTEE
GENERAL EDUCATION SUBCOMMITTEE
JANE INGALLS, CHAIRMAN

SUBJECT: SURVEY OF GENERAL EDUCATION COMPETENCIES AT GCC

DATE: JANUARY 20, 1989

GENERAL EDUCATION COMPETENCIES

The GCC catalogue makes the following statement concerning general education:

> The faculty and staff of Germanna Community College believe that an individual should be given a continuing opportunity for personal growth and development through higher education. Germanna Community College provides opportunities for learning in an environment which integrates student development with academic knowledge, experience, and responsible citizenship.

Listed below are competencies commonly associated with general education. With the above statement on the expected outcomes of general education in mind, please rank those that you feel are the characteristics for a graduate of a degree program at GCC to possess in order to meet those stated outcomes:

RANK IN DEGREE OF IMPORTANCE
1. VERY
2. SOMEWHAT
3. LITTLE
4. NONE

		RANK
1.	Writing effectively	____
2.	Speaking effectively	____
3.	Reading competency	____
4.	Listening skills	____
5.	Defining and solving problems	____
6.	Develop facility in making value judgments and independent decisions	____
7.	Develop an awareness of the arts	____
8.	Develop facility for social interaction	____
9.	Creative thinking	____
10.	Understanding and applying math in daily life	____
11.	Understanding the interaction of man and environment	____

(over)

Attachment C

GENERAL EDUCATION COMPETENCIES	RANK
12. Develop responsibility toward the global environment	
13. Professional ethics	
14. Cooperating with others	
15. Awareness of and appreciation for different cultures and ideas	
16. Leadership skills	
17. Recognizing rights and responsibilities as a citizen	
18. Organizing time effectively	
19. Develop historical perspective	
20. Understanding the uses and impact of science and technology on society	
21. Valuing education	
22. Knowledge and skills to become an independent learner	
23. Interpreting and presenting quantitative information	
24. Maintaining your physical health	
25. Develop an understanding of the relationship between healthy mind/body	
26. Developing a personal sense of honor	
27. Applying scientific methods and principles	
28. Computer skills	
29. Making logical inferences based on assumptions	
30. Information seeking skills	

Other (or re-wording of any of the above) RANK

_____

_____

_____

_____

_____

_____

RETURN TO JANE INGALLS OR RICK GOSSWEILLER BY FRIDAY, JANUARY 27, 1989.

_____

FACULTY DATE

Attachment C

GERMANNA COMMUNITY COLLEGE
GENERAL EDUCATION SURVEY
FEBRUARY 7, 1989

QUES	1	%	2	%	3	%	4	%	NA	%	WEIGHTED	WEIGHTED RANK
3	41	97.6%	1	2.4%		0.0%		0.0%	0	0.0%	3.98	1
1	40	95.2%	2	4.8%		0.0%		0.0%	0	0.0%	3.95	2
2	36	85.7%	6	14.3%		0.0%		0.0%	0	0.0%	3.86	3
22	37	88.1%	3	7.1%	1	2.4%	1	2.4%	0	0.0%	3.79	4
30	34	81.0%	7	16.7%	1	2.4%		0.0%	0	0.0%	3.79	5
17	32	76.2%	10	23.8%		0.0%		0.0%	0	0.0%	3.76	6
5	36	85.7%	4	9.5%		0.0%		0.0%	2	4.8%	3.71	7
4	35	83.3%	5	11.9%		0.0%		0.0%	2	4.8%	3.69	8
26	31	73.8%	8	19.0%	3	7.1%		0.0%	0	0.0%	3.67	9
13	33	78.6%	6	14.3%	2	4.8%		0.0%	1	2.4%	3.67	10
14	28	66.7%	10	23.8%	4	9.5%		0.0%	0	0.0%	3.57	11
9	24	57.1%	17	40.5%	1	2.4%		0.0%	0	0.0%	3.55	12
6	31	73.8%	8	19.0%		0.0%		0.0%	3	7.1%	3.52	13
10	23	54.8%	18	42.9%		0.0%		0.0%	1	2.4%	3.48	14
15	19	45.2%	20	47.6%	3	7.1%		0.0%	0	0.0%	3.38	15
16	21	50.0%	15	35.7%	5	11.9%		0.0%	1	2.4%	3.31	16
11	17	40.5%	21	50.0%	3	7.1%		0.0%	1	2.4%	3.26	17
25	19	45.2%	19	45.2%	2	4.8%		0.0%	2	4.8%	3.26	18
20	15	35.7%	22	52.4%	5	11.9%		0.0%	0	0.0%	3.24	19
24	20	47.6%	14	33.3%	7	16.7%		0.0%	1	2.4%	3.24	20
8	15	35.7%	21	50.0%	5	11.9%		0.0%	1	2.4%	3.17	21
7	10	23.8%	28	66.7%	4	9.5%		0.0%	0	0.0%	3.14	22
12	9	21.4%	30	71.4%	3	7.1%		0.0%	0	0.0%	3.14	23
19	13	31.0%	25	59.5%	2	4.8%	2	4.8%	0	0.0%	3.12	24
21	23	54.8%	12	28.6%	1	2.4%	2	4.8%	4	9.5%	3.10	25
29	14	33.3%	24	57.1%	1	2.4%	2	4.8%	1	2.4%	3.10	26
27	10	23.8%	27	64.3%	4	9.5%		0.0%	1	2.4%	3.07	27
28	12	28.6%	24	57.1%	4	9.5%		0.0%	2	4.8%	3.05	28
23	14	33.3%	22	52.4%	3	7.1%	1	2.4%	2	4.8%	3.05	29
16	10	23.8%	25	59.5%	4	9.5%	1	2.4%	2	4.8%	2.93	30

File Name:WGT-RANK

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Attachment D

General Education at Germanna Community College Definition and Objectives. Revision 2

General education is defined as the knowledge and skills that enable an individual more successfully to fulfill educational and occupational objectives while enhancing the social and cultural aspects of life. General education is drawn from social, behavioral, and natural sciences, mathematics and the humanities and fine arts. It includes oral and written communication skills as well as numerical, computational and critical thinking abilities. Through the general education component, the individual is given the opportunity to define personal values and relate them to the values of other persons and other cultures. Consequently, the individual is better prepared to function effectively as a participant in the world community.

The following are the general and specific objectives of general education at Germanna Community College:

Communications: The student must be able to read, write, speak, listen, and seek needed information effectively. Specifically, the student must be able to:

1) Communicate in written, oral, and numeric code.
2) Communicate one to one or in small groups or large groups.
3 Communicate for the purpose of informing, understanding, persuading, and analysis.

Solving Problems: The student must be able to address a variety of problems, select or create solutions to problems, and implement solutions. Specifically, the student must be able to:

1) be an independent learner
2) define the problems to be solved
3) seek the information needed to solve the problem
4) think creatively in developing a solution
5) understand and apply math when appropriate
6) organize time effectively
7) make logical inferences based on validated information, where such is available, and an appropriate assumptions, where such is not

Clarifying Values: The student should be able to identify personal values, understand how personal values develop, and comprehend the implications of decisions made on the basis of personally held values. Specifically, the student must be able to demonstrate an understanding of what it means to:

1) develop a personal sense of honor
2) act ethically in one's profession
3) make independent decisions
4) develop facility in making value judgments
5) act responsibly toward the global environment
6) emphasize the personal and social value of learning
7) develop an ethic of caring

8) develop an understanding of oneself and one's values

Functioning Within Social Institutions: The student should be able to identify those activities and institutions which constitute the social aspects of cultures, understand the impact that social institutions have on individuals in cultures, and appreciate one's own as well as others' personal functioning within social institutions. Specifically, the student must be able to:

1) recognize the rights and responsibilities of a citizen
2) cooperate with others to achieve desired ends
3) demonstrate an awareness of and appreciation for different cultures and ideas
4) demonstrate an understanding of the importance of skillful social interaction
5) recognize the value of interpersonal relationships
6) demonstrate an awareness of historical perspective
7) demonstrate an awareness of the qualifications of leaders
8) demonstrate basic economic skills (banking, money management, real estate, tax compliance)
9) demonstrate job-seeking skills

Using Sciences and Technology: The student should be able to identify these activities and products which constitute the scientific-technological aspects of cultures and to understand the impact of such activities and products on the individuals and the physical environment in cultures. Specifically, the students must be able to:

1) understand the interaction between humans and their environment
2) understand the uses and impact of science and technology on society
3) understand how to maintain one's physical health
4) apply scientific methods and principles when appropriate
5) appreciate the importance of developing computer skills
6) interpret and present quantitative information

Using the Arts: The student should understand the impact that art in its various forms had on individuals within cultures. Specifically, the student must be able to:

1) develop an awareness of the arts
2) demonstrate an understanding of the impact of art in at least some of its forms (graphic arts, music, drama, literature, dance, sculpture, film, and architecture) on individuals

Attachment E

GERMANNA COMMUNITY COLLEGE
CRITICAL THINKING SKILLS AND ASSESSMENT

At the Fall Semester In-Service Faculty Workshop Meetings, it was the consensus of The Germanna Community College faculty that Critical/Reflective Thinking should be an attribute which all graduates should possess. Thus both the Assessment and Curriculum Committees began to study how this could be accomplished. A Sub-Committee of the Curriculum Committee chaired by Jane Ingalls, the faculty liaison for the Critical Thinking Scholars, was formed to examine the objectives of General Education at Germanna including the role of critical thinking.

Simultaneously a survey was conducted "to determine the faculty's willingness to include critical/reflective thinking as a desired goal for all degree programs." The results were positive with the majority of faculty agreeing that critical thinking should be included in selected courses required for an Associate Degree.

The Subcommittee on General Education held a number of open meetings concerning the role of critical thinking as a specific objective in the general education requirements at Germanna. The Sub-Committee presented a draft proposal to the Assessment Committee, and this proposal will now be acted upon by the Curriculum Committee. The proposal includes critical thinking as a component of the College's General Education requirements. It particularly addresses the role of critical thinking in defining personal values and relating personal values to those of other persons and other cultures. The draft proposal stipulates that upon completion of the General Education Requirements, the student must be able to address a variety of problems, select or create solutions to problems and implement solutions. Specifically the student must be able to:

Be an independent learner,
Define the problems to be solved,
Seek the information needed to solve the problem,
Think creatively in developing a solution, and
Make logical inferences based on assumptions.

How these objectives will be assessed has not yet been determined. It is presently the consensus of the Critical Thinking Scholars that "the best of all possible worlds" would be a specific course or unit in Critical Thinking Skills taught to all students (perhaps as part of Orientation) with the skills then being reinforced in other classes with particular concern being placed on transferability of the skills. All of the Critical Thinking Scholars are teaching Critical Thinking Skills in specific courses in their disciplines which include Science, Social Science, Business, Nursing and the Humanities. An analysis of those outcomes and particularly the ability to assess those outcomes will have a direct bearing on the role Critical Thinking will play in the college's Assessment Plan.

3. OCCUPATIONAL-TECHNICAL PROGRAM ASSESSMENT

Two Occupational - Technical areas were the focus of assessment for 1988-89. These are Nursing and Business Management. The following reports were prepared by Dale Featherston (Nursing) and Don Frank (Business). Since there was no process in place for evaluating these areas, the approaches to assessment taken by Nursing and Business respectively, are different. This problem has been addressed by the Assessment Steering Committee (see #8. - Institutional Effectiveness).

SUMMARY OF NURSING PROGRAM ASSESSMENT

The nursing program has to be approved and to continually meet the minimum accreditation criteria established by the Virginia State Board of Nursing. In addition, the nursing program has met the criteria for excellence established by the National League for Nursing Accreditation since 1976 and all students completing the Associate Degree Nursing Program must take the National Council Licensure Examination for Registered Nurse (R.N.) Licensure.

The constraints placed upon the nursing program by the Virginia State Board of Nursing, Virginia Community College Systems, National League for Nursing and employer expectations are major factors in curriculum development and planning. Also the scientific knowledge explosion and advanced technology are having a major impact on nursing curriculum. In addition, the constant changes in the health care delivery system resulting in higher acuity of care for patients in hospitals has had a profound impact on student clinical experiences.

Problems facing nursing faculty in curriculum development are a constant challenge. For example, the Virginia State Board of Nursing states that the nursing program can have a 1:10 faculty student ratio. VCCS funds the nursing program on this basis. In reality when students are assigned direct patient care in hospitals it is <u>hazardous</u> to have more than a 1:5 faculty-student ratio in most areas. Also, the scientific knowledge and technological changes, resulting in nursing textbooks doubling in size since 1970, require more time in teaching theory and technical skills, yet the number of credits and the balance of credits in general education and nursing have not changed.

In order to meet the regional demand for Registered Nurses the nursing program has implemented a LPN/RN advanced standing curriculum on the Blue Ridge Community College and at Germanna. This has increased our graduates from an average of twenty (20) students a year to an average of sixty (60) since 1985. Also, the college has a contract with the Spotsylvania Vocational Technical Center Practical Nursing Program to teach our first year nursing courses with an additional practicum to qualify the Practical Nursing students to take the National Council Licensing Examination for Practical Nurses to become Licensed Practical Nurses. To offset the additional faculty cost one area hospital has funded two full-time faculty positions and two other hospitals have contributed salaries for part-time faculty.

Overall the nursing program has been successful. The program has an overall 75% retention rate of the regular ADN students and 94% retention rate for advanced LPN to RN

students. Also, the program has maintained an above average pass rate on the National Council Licensure Examinations for RN's. In July, 1986, the program had 100% passing, in 1987, 95%, and in 1988, 84%, which was 2% higher than the national mean.

The nursing faculty is aware of a lack of humanities and cultural content in the nursing curriculum. In order to partially compensate for this lack, a course in ethics (PHI 225) was added as a requirement in 1976. The GCC nursing program is the only state nursing program requiring ethics. The cultural content has been addressed and integrated into the nursing courses as it relates to health. A broader understanding of cultural diversity is needed. Because of the diversity of students' backgrounds, an elective course in humanities or social sciences was added to the nursing curriculum in 1988. It is hoped that a course in critical thinking will be offered by the college which will benefit the students in making responsible independent decisions for continuing personal and professional growth after graduation.

To fulfill the recommendations resulting from accreditation and assessment, changes need to be made at the systems level as well as at the instructional level. Adequate time and resources are necessary. Under the current conditions it is not feasible to expect the nursing program to increase its quality and/or productivity without additional time and resources.

In July, 1988, the National Council Licensure Examination (NCLEX) to qualify for Registered Nurse reported a marked drop nationally in the number of students passing the examination. The National Council of State Boards of Nursing have reported that their conclusion is that the students were of poorer academic caliber. They also stated the examinations had been revised not only in the number of questions needed to pass but also was revised to reflect current R.N. nursing practice. The implications are that nursing educators and nursing education have failed to prepare the students to meet the standards.

Although Germanna (GCC) nursing students had an 84% pass rate on July, 1988, NCLEX, which was above the 83% national and 82% state means, their performance was considered a major drop from that of July, 1986, 100% pass rate and July, 1987, 95% pass rate. This has caused major concern to the nursing faculty and has stimulated reassessment of the nursing curriculum.

The following nursing program assessment is based on the National League for Nursing Accreditation model of documentation using the Commission on the Future curriculum recommendations. Evidence of documentation will be submitted upon your request.

Germanna Community College Nursing Program Assessment
Based on the Commission on the Future of Community Colleges Curriculum Recommendations Using the National League for Nursing Accreditation Process as a Model

1. The reading, writing, and computational ability for first-time community college students should be carefully addressed when they enroll.

The nursing program requires the Nelson-Denny, writing sample and math placement test on all students applying to the nursing program. Students who do not make acceptable scores are advised to take developmental courses to correct their deficiencies and to reapply to the nursing program.

Documentation:

1989-90 College Catalog, p. 61.

2. All community college students should become proficient in written and oral use of English. Good oral and written communications should be taught in every class.

All nursing students are required to take one English writing course and have the option of taking a second semester writing course or a speech course. They are encouraged to take the speech course unless there is evidence they need the second writing course.

All nursing students have a unit on Recording and Reporting in their first semester nursing course which continues throughout the nursing sequence.

Nursing students are also required to do written case studies each semester and to give oral presentations in nursing seminars. All students are evaluated on oral and written communication in their clinical assignments each semester.

Documentation:

1989-90 College Catalog, p. 61.
NUR 105 Course Outline, p. 18.
Profile Evaluation, p. 23.
Seminar Evaluation, p. 26.
Clinical Evaluation Tool, p. 28.

3. Adult literacy programs should be provided as a part of the public service mandate of the community college and defined by statute at the state level. (See #1).

4. All associate degree students should complete a core curriculum that provides a historical perspective, an understanding of our social institutions, knowledge of science and technology, an appreciation of the visual and performing arts, and an international perspective that includes non-western culture. The core should be integrated into technical and career programs and be made available to students enrolled in non-degree or part-time programs.

Nursing students are limited to only one elective course in Humanities or Social Sciences. In advising students, faculty assess the student's general background and suggest electives that would be more beneficial to the student i.e. History, Western Civilization, Music, etc. Nursing students are required to study nursing history within a cultural perspective and to study the socio-economic and political aspects of the health care delivery system in the United States and to compare the U.S. health delivery system with other national systems.

Nursing students study cultural aspects of health care specifically as it relates to attitudes toward nutritional and spiritual needs of clients. Also, there are usually students in class (Asian and Hispanics) who contribute to the students understanding of other cultures. In every semester students have the opportunity of caring for clients of different cultures in their clinical assignments. Faculty take advantage of having all the students share in post-conferences and/or seminars when the students are assigned culturally diverse clients. Science and technology courses are the major course load in the nursing program.

The knowledge "explosion" and rapid technological advances are the basis for emphasis in science and technology courses.

Documentation:

1989-90 College Catalog, pp. 61-65
Course Outlines
NUR 199, p. 33.
NUR 220, p. 36.

5. Schools and community colleges should join 2 + 2 or 2 + 1 arrangements in which technical studies programs begun in high school are completed in a community college.

In 1986 the college signed a contract with Spotsylvania Vocational Technical Center to teach the clinical phase of the practical nursing program taken by high school seniors. These courses consist of the first year nursing courses of the ADN program plus a practicum to qualify the students to take the Practical Nurse Licensure Examination to be a Licensed Practical Nurse (LPN). Should the LPN meet the pre-requisites for the ADN program and have taken the required academic courses, they are eligible to enter the second-year ADN courses to qualify for registered nurse licensure with no additional nursing course requirements. This program received an Excellence in Education award in 1987 from Virginia Polytechnic Institute and State University.

Documentation:

Spotsylvania Vocational Center Contract, p. 47.

6. Experimental "inverted degree" models in which two-year specialized programs in a community college be followed by general education sequence offered by a four-year institution should be available in every state.

The nursing program has been exploring the ADN to BSN track since 1973. In 1985, GCC signed a contract with the University of Virginia's nursing program for acceptance of all courses in the GCC nursing curriculum. Although all courses were accepted, there were additional courses that the GCC nursing students had to challenge to enter fourth-year nursing courses.

Most of the nursing content in UVA's fourth year was a repeat of GCC nursing courses. This agreement was an improvement over the previous policy where all UVA nursing courses had to be challenged. Last year UVA revised its nursing transfer policy and required only

three standard challenge examinations. This is an improvement but still does not offer academic justice to the ADN students. Currently, discussions are planned with other four-year colleges to explore the possibility of a BSN being offered in our area with academic justice to our nursing students.

Documentation: University of Virginia Contract, p. 49.

7. The Associate in Applied Science degree must provide communication, computational and problem-solving competencies as well as technical educational skills.

The nursing program provides learning experiences to develop competencies in the following areas.

A. Communication is an on-going process throughout the program (see #2). Specific content areas are:

   a. Written and oral reports for all clinical assignments.

   b. Case studies (profiles) required for all clinical nursing courses.

   c. Pre and post conferences for all clinical assignments.

   d. Seminars - oral and written presentations for all nursing courses.

   e. Client and health team communication (NUR 105).

   f. Intervieving skills (NUR 105).

   g. Process recordings (client and nurse interaction assessment) NUR 213.

   h. Job application and resignation (NUR 220).

   i. Documentation of observational experiences for all clinical nursing assignments.

   j. Diaries (Journals) NUR 213.

   k. All students are required to have basic computer literacy

Documentation:

Clinical Evaluation Tool, p. 28.
Course Outlines
NUR 105, p. 18.
NUR 213, p. 52.
NUR 220, p. 36.

B. Computational competencies are required throughout the nursing program.

a. Health Science Math is a pre-requisite for the nursing program.

b. Dosage and Solutions problems are included in every semester and final exams.

c. All students must pass the Drugs and Solutions test each semester to continue in the nursing program.

d. Also in the last semester all students are required to balance a personal budget based on their beginning salary as an R.N.

Documentation:

1989-90 College Catalog, p. 61-63
Course Outlines
NUR 105, p. 18.
NUR 220, p. 36.

C. Problem-solving competencies are essential components throughout the nursing program. The Nursing Process; Assessment, Plan, Implementation and Evaluation is a major portion of the first semester of nursing.

Theory and laboratory assignments are based on the nursing process. Daily clinical assignments and semester case studies utilize the nursing process. All clinical evaluations are based on utilization of the nursing process. Also, the students are required to take an ethics course, PHI 225, to enable them to deal with ethical decision-making and problem-solving.

Documentation:

Nursing Process, p. 60. (NUR 105)
Clinical Evaluation Tool, p. 28.
PHI 225 Course Outline, p. 96.

D. Technical education skills.

Theory precedes skills demonstration and practice throughout the nursing program. A Master Checklist of Skills is maintained on each student.

Documentation:

Master Check List of Skills, p. 79.

8. Community colleges must develop up-to-date programs that integrate the core curriculum and technical education.

The nursing program has an annual curriculum review to up-date the nursing program. The review also includes evaluation of all of the core curriculum.

During the quarter to semester conversion in 1987-88, major revisions were made in both the core and nursing curriculum. The nursing curriculum design integrates all of the core courses into the nursing courses. The sequence of both core and nursing courses is also a major part of the curriculum review.

Up-dating includes input from nursing and core faculty, nursing students, the nursing lay advisory committee and the clinical staff of cooperating health agencies.

Documentation:

Curriculum Review Guidelines, p. 85.
Minutes, p. 86.
Conceptual Framework, p. 87.

9. Every community college should work with local and regional employers to develop a program of recurrent education to keep the work force up-to-date and well educated.

The nursing program collaborates with regional health care facilities in designing and implementing courses for current health care employees. Some of the courses the college has offered are: Geriatric Nursing Aid Certification, Medical Terminology, Nursing Process, and Health History and Physical Assessment. Working with the health facilities staff development personnel, courses being offered on an in-service basis may be taken for college credit if they meet

the nursing programs criteria. Also, if an employee needs a specific course offered by the nursing program they may enroll as a special student. GCC also collaborated with Blue Ridge Community College in extending an innovative nursing program to the BRCC region. This program was designed for Licensed Practical Nurses (LPN's)

to become eligible for Registered Nurse (R.N.) licensure by having advanced placement in the GCC ADN nursing program. This program received an Excellence in Education Award from Virginia Polytechnic Institute and State University.

Documentation:

1989-90 College Catalog, p. 61-63.
Course Outlines
NUR 27, p. 92.
NUR 225, p. 74.
Contracts for Credit Courses, p. 95.

10. All community college students should be introduced to the vision of life-long learning.

The nursing program emphasizes the need for life-long learning throughout the program. During the last semester all students participate in career planning and continuing education as essential to keeping current in the field of nursing.

Documentation:

NUR 220 Course Outline, p. 36.

11. Adult and continuing education programs should provide enrichment for citizens throughout their lives. These programs should draw upon intellectual and cultural resources of the college; reflect both community needs and educational traditions of the institution; and be coordinated with schools, churches, and other groups to avoid unnecessary duplication. Adult education should emphasize civic literacy for adults by focusing on government, public policy and contemporary issues.

The degree of the nursing program's compliance to this recommendation is embedded in previous curriculum recommendations and the college's mission as a whole. The nursing program does have a unit on public policy and its impact on nursing and the health care delivery system and the course in ethics focuses on contemporary social issues.

Also the nursing program is continuing to seek means of advanced nursing education in the region which is an socio-economic-political process.

Documentation:

Course Outlines
NUR 199, p. 33.
NUR 220, p. 36.
PHI 225, p. 74.

ASSESSMENT OF AAS DEGREE IN BUSINESS MANAGEMENT TECHNOLOGY/MANAGEMENT MAJOR

This past academic year, the College conducted an assessment of the AAS Degrees in Business Management Technology(BMT)/Management Major. This report of the College's findings and the data contained herein, will provide a basis for curriculum changes designed to improve the overall program.

INDEX OF REPORT

Section One: Summary

Section Two: Program Goals

Section Three: Population

Section Four: Assessment of Prior Knowledge

Section Five: Assessment of Value Added Knowledge

Section Six: Post Graduate/Employer Survey

Section Seven: Monitoring Student Progress

Section One: Summary

During the academic year, the business division devoted much effort to the development of an assessment plan for the AAS degree in BMT/Management Major. Considerable time was spent in collecting data to support the assessment effort. With the writing of this report, the business division is now in a position to improve and strengthen the program based upon the data collected. Assessment of the BMT program will become an on going process.

Feedback pertaining to the pre test administered in BUS 100, "Introduction to Business", and the post test administered in the capstone course BUS 155, "Applied Management Principles", as well as the capstone course itself, all provide excellent data for use in making program changes as well as assessing student learning. Of the 22 students completing the capstone course, (BUS 155, "Applied Management Principles"), assessment efforts focused on comparing final grades received in BUS 155 with post test scores and students' GPA. For 18 of the 22 students assessed, there was a high degree of correlation between all three indicators of value added learning. One student failed the capstone course, two students received "C's", but there was no correlation with the other two indicators and one student was given an incomplete. The data indicates that 82% of the students assessed meet course/program goals that can be documented by using three different indicators of value added learning. Based upon the information obtained regarding the BMT program, it appears that future assessment efforts will pay great dividends. The business faculty looks forward to improving its assessment plan and being able to provide future students with a quality curriculum supported by excellent instruction.

Section Two: Program Goals

At a Lay Advisory Committee meeting held April 5, 1989, program goals for the AAS Degree in Business Management Technology/Management Major were identified. These goals will form the foundation upon which future curriculum changes will rest and provide a basis for the conduct of external post-graduate evaluation. Program goals are set forth below.

Upon completion of the AAS Degree in Business Management Technology/Management Major the student will be able to:

- Write grammatically correct, well constructed memos, letters and reports.

- Express ideas verbally with clarity and conciseness.

- Reason logically, creatively, and have sound decision-making skills.

- Exercise interpersonal skills while maintaining positive and effective human relations.

- Use computers and be familiar with menu-driven software programs for word processing, data base management, and spreadsheet manipulation.

- Interpret financial statements and analyze data.

- Apply the principles of management to basic business functions within an established organization.

Section Three: Population

As of April 1, 1989 there were 112 students enrolled in the AAS Degree in BMT/Management Major. This population is defined as students who have accumulated at least 15 semester hours and have declared their desire to pursue an AAS Degree in BMT. Listed below are statistical data descriptive of the BMT population.

Age Distribution:

Ages	Number of Students	Percentage
19-22	45	40%
23-30	21	19%
31 & Above	46	41%
	112	100%

Male/Female:

	Number of Students	Percentage
Male	44	39%
Female	68	61%
	112	100%

Day/Night:

	Number of Students	Percentage
Day	40	35%
Night	72	65%
	112	100%

Semester Hours Completed:

	Number of Students	Percentage
15-30 Sem. Hr.	48	43%
31-45 Sem. Hr	34	30%
46-67 Sem. Hr.	30	27%
	112	100%

Grade Point Average (GPA)

	Number of Students	Percentage
Below 2.0	6	5.3%
2.0 to 2.4	11	9.8%
2.5 to 2.9	22	19.6%
3.0 to 3.4	33	29.6%
3.5 to 4.0	40	35.7%
	112	100%

Non-Completers

Any student identified as a BMT/Management Major who, after completing 15 semester hours, fails to register for classes for two consecutive semesters will be categorized as a non-completer.

Data to track non-completers was initially developed and recorded on April 1, 1989. This information will form the database for tracking future students and identifying future non-completers. As of this report, no data is currently available to establish the number of non-completers.

Section Four: Assessment of Prior Knowledge (Pre/Post Testing)

Commencing in the fall semester 1988, all Germanna students enrolled in BUS 100, "Introduction to Business", were assumed to be prospective candidates for the AAS Degree in BMT, and were administered a pre-test of general business terms and concepts. Individual test results are made a part of a student's permanent record, and prior to graduation, those who become BMT candidates will be administered the same test as a post-test. Pre/post test results for each student will be compared and analyzed.

The pre-test was administered this academic year to a total of 85 students. Of the 85 tested, the average score was 41 correct answers out of 75, for an average score of 55%. In the spring semester, 22 students enrolled in BUS 155, "Applied Management Principles", a new capstone course designed to be taken by all BMT students planning to graduate. Of the 22 students tested, the average score was 53 correct answers out of 75 questions, for an average score of 71%. Although the pre/post test is new and those students graduating were never administered the pre-test, an average increase of 12 correct answers on post test scores compared to pre test scores was recorded. This increase is indicative of an assumed improvement of student performance as it pertains to the recognition of both basic business terms and management concepts.

Section Five: Assessment of Value Added Knowledge

A major change to Germanna's AAS Degree in BMT/Management Major has been adding a required capstone course to the curriculum, BUS 155, "Applied Management Principles". As mentioned earlier, a total of 22 students completed this new course. The course focuses upon a computer simulation designed to assess students' knowledge of both the management functions and business skills required to operate an ongoing and expanding corporation. In addition to the computer simulation, students are provided extensive hands-on experience using time tested models and applications for a myriad of management functions and business skills. Both instructor and student feedback pertaining to this new course has been positive in all respects. Listed below are data descriptive of those students completing the capstone course and other indicators of value added learning; such as post-test scores and overall GPA. These students were not administered the pre-test.

For the 22 students completing the capstone course, there is a high degree of correlation between post test scores to BUS 155 grades, and GPA's. See groups 1 through 3 below:

Group 1: Students receiving an "A" in BUS 155

Grade in 155	Post Test Score	GPA
A	59	3.5
A	59	3.7
A	58	3.7
A	58	3.2
A	58	3.7
A	53	4.0
A	51	3.7

As is evident from the foregoing, all students receiving an A in BUS 155 scored between 51 and 59 on the post test and possess a GPA between 3.2 and 4.0. The data shows a strong correlation between the three separate indicators, and tends to validate both the post test and BUS 155 as being reliable measurements of a student's knowledge and understanding of management principles and business applications.

Group 2: Students receiving a "B" in BUS 155

Grade in 155	Post Test Score	GPA
B	53	3.3
B	52	3.2
B	52	2.2
B	52	2.9
B	50	3.0
B	50	3.6
B	46	2.9
B	46	2.2
B	43	2.1
B	37	3.2

Again there is a strong correlation between the results of the three measurement instruments. Seven out of ten students receiving a B in 155 had GPA's of 2.9 to 3.3 and six of these seven scored between 50 and 53 on the post test.

Group 3: Students receiving a "C" in BUS 155

Grade in 155	Post Test Score	GPA
C	53	3.3
C	49	1.6
C	35	2.2

No correlation exists for this group.

Note: One F and one I were also given as grades for BUS 155.

Section Six: Post Graduate/Employer Survey

For this initial assessment of the AAS Degree in BMT/Management Major, the College surveyed three separate populations. Populations one and two included all current employers of graduates for years 1984 - 1988. Due to the relatively small number of graduates for each year, the College surveyed 100% of both groups. A total of 85 questionnaires were mailed on March 15, 1989 to all graduates subsequent to 1984 and the packet included a cover letter requesting the graduates to complete the enclosed questionnaire and have their immediate supervisor complete the other questionnaire. Both surveys were accompanied by self-addressed, stamped envelopes. Initial returns were very poor from graduates as well as employers. On April 15, 1989, a telephone follow-up was initiated to improve the response rate. As of this report a total of 8 graduates and 6 employer surveys have been returned. Of the surveys returned, overall responses are favorable and do not identify any serious problems or trends. However, due to the low return rate, it is felt that the responses provide insufficient data upon which to base valid judgments. In the future, annual post graduate surveys are planned which should result in higher return rates.

In addition to surveying past graduates and employers, the College also surveyed all BMT graduates for this academic year. Again 100% of the 1989 graduates were surveyed, and the return rate on this survey was 76%. Addressed in another section of the assessment report is an analysis of the overall survey. As this survey relates to BMT graduates, the results were most gratifying to the business faculty and to the College. Summarized below are some of the highlights of the survey as it relates to BMT graduates.

Part I: Overall Feeling About Germanna

Question: In general, how satisfied are you with your overall experience at Germanna Community College?

	No. of Responses	Percentage
1. Very satisfied	8	61.5
2. Satisfied	5	38.5
3. Dissatisfied	0	0
4. Very Dissatisfied	0	0

Question: Would you recommend Germanna Community College to a friend?

	No. of Responses	Percentage
1. Yes, without reservation	9	69.2
2. Yes, with reservation	4	30.8
3. No, probably not	0	0
4. No, under no circumstances	0	0

Question: If you were to start over again as a freshman, would you attend Germanna Community College?

	No. of Responses	Percentage
1. Definitely yes	10	76.9
2. Probably yes	2	15.4
3. Probably not	1	7.7
4. Definitely not	0	0

Part II: General Education

During this academic year the College identified six overall objectives that will dictate the nature of the College's general education philosophy. Although the curriculum that this year's 89 graduates completed, was not developed with these six objectives in mind, it is very interesting to note the degree to which the 89 graduates believe their educational experience at Germanna contributed to their meeting these six objectives. Listed below are these six objectives and the 89 graduates' responses to survey questions dealing with general education.

Question: In retrospect, to what extent do you think your educational experiences at GCC contributed to meeting the following objectives of general education?

	Number of Responses				
Objective	Very large	Large	Mod-erate	Small	None
Communication	2	8	3	1	0
Solving Problems	4	7	2	1	0
Clarifying Values	2	7	3	1	0
Functioning in Society	2	5	5	1	0
Using Sciences and Technology	2	5	5	0	0
Using the Arts	1	2	3	4	2

This data indicates that the current curriculum provides an effective general education component which tends to meet the goals established by the College in all areas except for the arts. Action will be initiated to modify the curriculum in order to correct this deficiency.

Part III: Program of Study

The set of questions below address BMT graduates' responses concerning areas directly related to the BMT program.
Question:Thinking about your program of study, please circle the response that best reflects your degree of satisfaction with each item.

	Responses				
Questions	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Advice my faculty advisor gave me.	10	3	0	0	0
Quality of career advising.	3	6	1	0	3
Quality of courses preparing me for employment.	4	8	0	0	1
Fairness of grading in courses.	5	7	1	0	0
Quality of instruction in required courses.	6	7	0	0	0
Quality of instruction in elective courses.	2	11	0	0	0
Organization of curriculum.	1	12	0	0	0
Quality of student.	2	9	2	0	0
Professional competence of faculty.	6	7	0	0	0
Faculty concern for my intellectual development.	6	7	0	0	0
Overall quality of program.	6	7	0	0	0

Of the 11 questions above, over 90% of the students responded that they were either satisfied or very satisfied with each item. These responses provide another indication that the BMT curriculum is well designed and effectively implemented.

Section Seven: Monitoring Student Progress

Currently all students enrolled in the AAS Degree BMT/Management Major are assigned a faculty advisor. No student is permitted to register for any course without first having his or her assigned faculty advisor review and approve the individual's registration. Such advising allows each student to be guided through the degree program and ensures that the required courses are taken in the proper sequence. The present advisory system does not, however, allow for the recording and collecting of data on the program as a whole. This assessment effort has identified a weakness in the College's ability to track students on a program basis. Efforts are currently under way to address this problem and to develop a system that will identify students who fail to register for subsequent courses and to initiate appropriate follow-up action.

4. SURVEYS

Subcommittees were formed to develop surveys of prior students, the general community, employers and graduates. The results of these surveys are reported in the following section except for the alumni and employer survey for which the data was too small to be valid. The Assessment Steering Committee will address the problem of improving survey returns from alumni and employers next year.

In addition, the Assessment Steering Committee has agreed to use the ETS' non-returning student survey starting next fall. Since the definition of a non-completer must consider the student's objectives, the college is revising its application form and advising system so as to be better able to identify non-completers.

COMMUNITY OPINION SURVEY SPRING 1989

The community opinion survey was conducted through Dr. Joel Tate's Sociology classes during the Spring Semester 1989. Students from his classes gathered data from various sites within Germanna's service area. This initial survey focused on the Fredericksburg area, such as the Spotsylvania Mall and Four Mile Fork areas. A total of 254 surveys were completed and the results are as follows:

Age	Under 18	9.1%
	18 - 21	26.7%
	22 - 24	15.1%
	25 - 34	15.5%
	35 - 44	13.5%
	45 - 59	13.5%
	Over 59	6.4%

Full-time student	16.6%
Part-time student	10.6%
Previous student	20.5%
Employee of Germanna	1.9%
None of above	50.1%

I am quite familiar with Germanna	38.6%
I know a little about Germanna	38.2%
I am unfamiliar with Germanna	23.1%

"Germanna Community College provides valuable services to the community."

Strongly agree	38.3%
Agree	35.8%
Have no opinion	22.1%
Disagree	2.8%
Strongly disagree	0.8%

Germanna can best improve its services

by offering additional courses	18.2%
by offering courses nearer my residence	29.0%
by reducing the cost of courses	8.3%
by keeping me better informed of GCC services	18.2%
I anticipate no need for GCC services	26.1%

Germanna's course offerings could best serve your needs in the future by offering courses that

will help me get a better job	11.3%
will help me advance in my present job	20.4%
will help me transfer to another institution of higher learning	45.4%
I can take for my personal satisfaction	22.7%

To summarize this data, we see that the largest group surveyed were between the ages of 18 and 21. A little over half of those surveyed were under 25 years old and 48.9% were over 25. In addition, 50.1% of those surveyed had not been either a student or employed by Germanna. Nevertheless, 76.8% were familiar with Germanna and of those, 38.6% were quite familiar with Germanna. Twenty-three per cent were unfamiliar with Germanna.

It appears, therefore, that GCC is fairly well known in this sector of its service region and that it is familiar to individuals from young adults through middle-age. Also, Germanna is perceived as providing valuable services to the community by 74.1% of those surveyed with 38.3% in strong agreement. Twenty-two per cent had no opinion and only around four per cent did not feel that Germanna provided valuable services. Thus it seems that not only is GCC well-know but is perceived in a positive light by those surveyed.

To improve GCC's services, 29% of those surveyed wanted courses nearer to their residence. This concern is presently addressed by the state approved funds for a campus in the Fredericksburg area which is to be completed by 1992. Eighteen per cent of those surveyed wanted additional courses and 18% wanted to be kept better informed of Germanna's services. Twenty-six per cent anticipated no need of Germanna. It seems that although these percentages are small, Germanna may need to investigate ways to improve communication with the community. As the plans for the Fredericksburg campus unfold and with the resulting increase in publicity this lack of communication is currently decreasing.

The final question of the survey shows that the majority of those wanting additional courses are seeking transfer courses. Forty-five per cent indicated that they wanted courses that would help them transfer to an institution of higher learning, 30% indicated that they wanted courses that were job related, and only 23% stated they were interested in courses for personal satisfaction alone. These results are in quite a contrast to the high percent of students who are enrolled for personal satisfaction and may indicate a changing trend or a problem with classification of students currently enrolled. There has been some concern that students enrolled as seeking personal satisfaction often do go on to receive degrees, yet never state that that is their intention and consequently never receive advising. This issue is currently being addressed by the Dean's Council with plans to devise an advising system that would help to avoid such problems. The results from this survey indicate that more individuals are interested in transfer programs than any other and the college will need to ensure that this need is addressed through an improved advising system and articulation agree-ments with other institutions of higher learning.

In conclusion, the community survey has provided some helpful information regarding the familiarity and perception of the community with Germanna and of the need for increased publicity and transfer courses. The survey will be continued next fall with a focus on another sector of the college's service area.

GRADUATE SURVEY SPRING 1989

Germanna's survey for graduates of degree/certificate programs was developed in Spring of 1989. The survey was designed to obtain responses from graduates regarding their satisfaction with the following four (4) areas:

(1) enrollment at Germanna;
(2) achievement of general education objectives;
(3) program of study;
(4) college programs and services.

The survey was initially administered in May 1989 to graduates of the two degree programs which were the focus of assessment in 1988-89, Nursing and Business Management. Fifty three (53) applicants for graduation in both programs were identified, thirty six (36) in Nursing, and seventeen (17) in Business Management. Surveys were mailed to the 53 students with instructions to return the surveys by mail or in person to the Office of Student Services on or before the date to pick up caps and gowns for graduation. Division faculty were asked to encourage students to respond. There was a 60% (32 of 53) total response rate to the surveys. Nineteen (19) or 53% of the Nursing graduates and thirteen (13) or 76% of the Business Management graduates returned the surveys. The responses of the thirty two (32) respondents constitute the basis for the analysis which follows.

CHARACTERISTICS OF RESPONDENTS

The characteristics of the respondents are indicated in Tables 1 and 2. The majority of the students attended classes fulltime during the day at both the main campus and high school locations. Over 80% were employed full or part time. Seventy eight percent (78%) were white and 9% were members of ethnic minorities. The overwhelming majority, 87%, of the respondents were female. The two largest age groups represented were those between 30 - 39 years (46%) and those between 19 - 21 years (31%).

OVERALL FEELINGS ABOUT ENROLLMENT AT GERMANNA

In this section, students were asked to reflect on the total experience at Germanna and provide appropriate responses. In general the respondents appear to have had a positive experience. Ninety-seven percent (97%) indicated that they were satisfied or very satisfied with their overall experience, with 82 % responding that they would probably or definitely attend again if they were to start over. Twenty-six percent (26%) of the Nursing students indicated that they probably would not attend again, as compared to 8% of the Business students. Opportunities for

Tables 1 & 2 Characteristics of Respondents to Survey of Graduates May 1989

1. Gender, Age and Race of Respondents

Degree Program	Gender			Age						Race					
	M	F	NR	19/22	23/25	26/29	30/39	40/62	NR	Black	Amer. Ind Alaskan	White	Hispanic	Other	NR
Business Mgmt	3	10	-	5	1	0	5	2	-	0	1	10	0	0	2
Nursing	0	18	1	5	2	1	10	0	1	1	0	15	1	1	1
Totals	3	28	1	10	3	1	15	2	1	1	1	25	1	1	3

2. Attendance and Employment Patterns of Respondents

Degree Program	Attendance Pattern							Employment Pattern			
	Primarily Day	Primarily Night	Primarily Main Camp	Primarily E.S.	Both	Full-time	Part-time	Full-time	Part-time	Homemaker	NR
Business Mgmt	8	5	3	0	10	8	5	9	3	0	1
Nursing	19	0	12	0	7	16	3	2	13	4	-
Totals	27	5	15	0	17	24	8	11	16	4	1

NR = No Response

Camarra Community College

social interaction with other students outside of class were fair to satisfactory for over 50% of the Nursing students and 46% of the Business students, while 23% of the Business students found the opportunities for interaction poor to unsatisfactory.

Eighty-one percent (81%) felt that they had been challenged often to very often at Germanna to do the very best they could do. All respondents felt they had at least been challenged occasionally, with no respondents indicating that they had never been challenged. With graduation imminent, 76% indicated that they could ask three or more faculty or staff members for recommendations and the remaining 24% felt they could ask at least one or two faculty or staff members. There were no significant differences between the two programs on these items.

With regard to recommending Germanna to a friend, 97% indicated that they would. However within that group, a significant number in both programs indicated that they would recommend <u>with</u> reservation; specifically 58% of the nursing respondents and 30% of the business students gave this response.

GENERAL EDUCATION OBJECTIVES

Six general education objectives were listed and students were asked to indicate the extent to which their experience at Germanna has contributed to each objective. The objectives were described under the following headings: communicating, problem solving, clarifying values, functioning in social institutions, using science and technology and using the arts. Seventy three percent (73%) indicated that the college made a large to very large contribution to their problem solving skills, with 85% of the Business students making that response. Seventy percent (70%) rated the college's contribution to communication skill development as large or very large. In the remaining objectives large to very large contributions were perceived by 68% in using science and technology, 64% in clarifying values, 58% in functioning social institutions and 41% in using the arts. Twenty-five percent (25%) rated the contribution to using the arts as small or none.

With the exception of using the arts, all respondents felt the college had made at least a moderate contribution to achieving each of the objectives. Investigation is needed to determine how the college currently attempts to achieve the objectives of using the arts and functioning in social institutions. It may be necessary to explore new and more creative means of achieving these objectives in the curriculum and in out-of-class experiences.

PROGRAM OF STUDY

Students were asked to indicate their degree of satisfaction with curriculum, faculty and staff, advising, instruction, evaluation and facilities in their particular program of study. There were consistent differences between the responses of the two programs surveyed.

Generally the Business Management students responding were satisfied to very satisfied with all aspects of the Business Management program. In 50% of the items, there was 100% satisfaction. In most areas where dissatisfaction was indicated, it ranged from 8 to 15% of the respondents. In only one instance did the percentage of respondents expressing dissatisfaction exceed 15%. This item involved the perceived impact of student evaluations on instruction. Twenty-three percent (23%) of the respondents were dissatisfied with this aspect of the program. Advising, quality of courses, quality of curriculum, faculty competence and staff concern received consistently high ratings by the Business students.

The Nursing program students expressed most satisfaction (80 to 95%) with the quality of students, helpfulness of staff and Division chairperson, faculty concern, practicum experiences, developmental courses, availability and quality of courses, computer support, and clarity of degree requirements. The largest percentage of students were dissatisfied to very dissatisfied with the laboratory facilities or equipment (42%) and the fairness of grading (42%). A little over 30% were dissatisfied with the availability of an advisor, the availability of professional clubs/activities, and the organization of the curriculum. Similar to the Business students, 26% were dissatisfied with the impact of student evaluations on instruction. Twenty-six percent (26%) were also dissatisfied with the professional competence of the faculty.

COLLEGE PROGRAMS & SERVICES

In this section of the survey, students were asked to indicate their satisfaction with services and activities provided through administrative, student service and academic support service units of the college. Over 85% of the respondents who had used the services indicated satisfaction with the major offices, i.e. the Dean of Instruction & Student Services, the Dean of Finance and Administrative Services, Director of Student Services, Admissions & Records, Financial Aid, Library Services and Learning Labs. However, dissatisfaction was indicated with some of the services or activities within these offices.

Twenty-one percent (21%) of the respondents expressed dissatisfaction with the graduation application process. This was more characteristic of the Business Management students (38%) than of the Nursing students ((11%). Eighteen percent (18%) of total respondents were dissatisfied with the college's providing notification and announcements, 31% of Business and 11% of Nursing. The Nursing students expressed most dissatisfaction with the schedule of classes (16%), and the grievance procedures (11% very dissatisfied). In addition to the two items mentioned, Business Management students were most dissatisfied with special events, speakers and entertainers (42%), learning lab services (25%), registration procedures (23%), admissions application process and campus security (both 17%).

It should also be noted that 69% of the Business students and 42% of the Nursing students did not use personal counseling services; 61% of total respondents never used career planning and placement services; 51% never used financial aid; 66% never attended dances and social activities; 45% never participated in student organizations/clubs; 56% did not participate in intramurals and 47% did not use the college's recreational facilities. The respondents were not able on this instrument to indicate whether they desired to use these services or participate in the activities. These responses do not suggest much out-of-class interaction, involvement at the college generally or use of support services other than those offered in the division. However, these responses are not unusual, though a majority of the respondents were full-time day students, they were also employed part or full-time.

OPEN-ENDED QUESTIONS

At the end of the survey, respondents were asked to comment freely on what made them most satisfied and what made them most dissatisfied with their experience at Germanna. Business Management students expressed most satisfaction with the attitude and behaviors of faculty and staff and the competence and expertise of instructors. They used such words and phrases as "kind and courteous", "take you under their wing", "help and attention given", "treated us like human beings" and "caring attitude". Also mentioned as promoting their satisfaction were the small classes, relaxed atmosphere, good catalog, insight and motivation provided by advisors, pre-registration and the availability of computers.

The Business Management students were most dissatisfied with communication between the college and its students and felt much improvement is needed here, particularly with night students. Other areas of concern were inexperienced part-time instructors, campus registration at night, poor human relations in admissions and records office, lack of space and smoking in the lounge, and noise level in the library and learning lab.

Nursing respondents, in agreement with their Business counterparts, found that the attitude, support and encouragement of faculty made them most satisfied with their Germanna experience. Other factors mentioned were closeness between students and help obtained from Student Services.

Dissatisfaction was expressed very candidly by Nursing students. Several respondents attributed dissatisfaction primarily to a perception of a disorganization, shoving of favoritism and a general lack of fairness in the program. Limited and unsafe clinical experiences, outdated and broken lab equipment, classes that are too condensed (too much to complete in 2 years) were cited as contributors to dissatisfaction. In contrast to the faculty attitudes that promoted satisfaction, a negative attitude and lack of encouragement on the part of some instructors were cited as promoting dissatisfaction.

Most significant about these comments is the focus on faculty support or lack thereof. It appears that faculty attitude and support played a critical role in the degree of satisfaction and/or dissatisfaction students in both programs associate with the Germanna experience.

In conclusion, the information provided by this survey indicates an overall satisfaction with their experience at Germanna by the Business Management and Nursing Graduates of 1989. Problem areas such as the General Education objective of using the arts, use of faculty evaluations, poor equipment and neglect of evening students were identified and will be addressed by the individual programs and/or services next year.

5. **THE ASSESSMENT OF PRIOR LEARNING EXPERIENCES:**

The Curriculum Committee has submitted the following process for the assessment of prior learning experiences to be implemented by Fall Semester 1989.

ADVANCED STANDING POLICY

Germanna Community College believes that college-level learning can be a process which takes place in a variety of ways throughout life. It is the College's philosophy that learning which can be documented by the student and is determined to be of college level by the appropriate academic department should be recognized regardless of how the student acquired that learning.

At Germanna Community College, Advanced Standing may be granted in approved areas upon successful completion of selected national examinations, locally designed and administered tests, and American Council of Education (A.C.E.) military experiences. Students who believe they may gain advanced standing through one of these methods are advised to contact Student Services for additional information on initiating this evaluation process.

COMMON CRITERIA FOR ADVANCED STANDING

1. To be eligible for advanced standing, student must be currently enrolled at the college, or have been enrolled in a previous semester for which the award is made.

2. Advanced standing must be applied toward a specific curriculum at the College. Non-curricular students are not eligible for advanced standing.

3. Students are responsible for requesting advanced standing at the time of entry into a curriculum. Students eligible for veteran's benefits are required to have prior learning experiences evaluated.

4. The maximum number of credits which may be awarded through all forms of advanced standing for Associate Degree candidates is 80% of the total number of credits required for the degree. (VCCS Policy)

5. The College follows advanced standing policies outlined in the Virginia Community College System Policy Manual, sections 5.85 - 5.825.

6. The maximum number of credits which may be awarded through all forms of advanced standing for Diploma and Certificate candidates is 50% of the total number of credits required for the Diploma and Certificate. (VCCS Policy)

7. Advanced standing awards shall be equated to courses listed in the current volume of the Virginia Community College System State Curriculum Guide.

8. No credit shall be awarded which duplicates earned course credit at the College, transfer credits, or other credits awarded through advanced standing.

9. No arbitrary time limit shall be placed on prior learning experiences for which advanced standing may be granted. The College reserves the right to withhold advanced standing for learning experiences which because of the passage of time are no longer appropriate to the program of study.

10. Students are responsible for providing the College with appropriate, official documentation of prior learning experiences.

11. Admissions and Records has primary responsibility for posting advanced standing awards on the student's permanent record and notifying the student of advanced standing.

12. Permanent Record entries shall specify the type of advanced standing, equivalent courses, and the number of credits awarded. Advanced standing entries shall be distinct from earned course entries.

13. No grades, grade point averages, or other indications of academic standing shall be associated with advanced standing entries on the permanent record, except transfer courses from other VCCS colleges.

14. Continuing Education Units (CEU) normally will not be converted into academic credit, although such experience may be appropriate evidence for waiver of the course requirements or validation through Credit by Examination.

15. Credit awarded through advanced standing is applicable only to Germanna Community College curriculum requirements. Students are cautioned that other postsecondary institutions <u>may</u> or <u>may not</u> recognize such credits upon transfer.

16. The College's commitment to this philosophy of advanced standing is tempered with its mandate to insure standards of academic quality comparable to on-campus instruction. The College reserves the right to evaluate advanced standing on an <u>individual</u> basis, and when in the best academic interest of the student, deny the awarding of credit for otherwise creditable experiences.

17. Since advanced standing credit evaluations will reflect only those courses which apply to the student's current curriculum, change of curriculum may require a new evaluation to consider eligible courses not previously evaluated.

STAGES IN ASSESSING AND EVALUATING PRIOR LEARNING FOR ADVANCED STANDING

1. Request your former official transcripts of your prior college work evaluated through Admissions and Records.

2. Request the Office of Admissions and Records to evaluate your transcripts to determine the applicability of prior college work to your Germanna program.

   General Guidelines - Summary

   a. Credits must come from a national recognized accredited institution (see listing below).

      The standard reference manual for determining accreditation status shall be the most current edition of Accredited Institutions of Postsecondary Education published by the American Council of Education.

      The following regional accrediting associations recognized nationally for transfer credit purposes:

      Southern Association of Colleges and Schools
      New England Association of Schools and Colleges
      Middle States Association of Colleges and Schools
      North Central Association of Colleges and Schools
      Northwest Association of Schools and Colleges
      Western Association of Schools and Colleges

   b. Course content must be sufficiently similar to a VCCS course.

   c. Minimum grade level of "C-" or equivalent.

   d. Credit hour values must be at least equal to those of the VCCS course.

   e. Credits must apply toward a specific curriculum.

2. Submit records of "Credit by Advanced Standing" testing from CLEP (College Level Examination Program), CEEB (College Entrance Examination Board), etc.

3. Submit records of educational experiences in the armed services.

4. Submit records of non-college sponsored learning other than 2 or 3 above (e.g., AIB, Red Cross, Criminal Justice Training Centers, etc.).

5. After the completion of stages 1 through 4, you may petition for additional evaluation either through credit by examination or through credit by equated experience. You should discuss this option with the appropriate instructional department before pursuing this option.

   Stages 2 through 5 are assessed by the College Registrar on a course substitution or course waiver basis. Course substitution is used where credit is awarded for graduation requirements in a particular program on a course-by-course basis and the student receives credit for prior learning. Waiver of course requirements means the student is exempted from specific curriculum requirements but not awarded academic credits (for example, veterans may waive the health and physical education requirements).

6. After you have completed the assessment documentation of prior learning by the College Registrar, documentation in cases other than transcripts from regionally accredited institutions will be officially evaluated by appropriate instruction division (*e.g.*, English will be evaluated by the Humanities Division whether you are in Automotive, Education, or Business program). The assessment process (stages 1 to 5 is used to assist you in documenting and presenting your prior learning to the instructional divisions).

7. Each Division Chair forwards a memorandum and attachments (A.C.E. recommendation, etc.) to the Registrar. This memorandum details how credit has been awarded within a program, etc.

8. The Registrar checks your records to insure that proper, official documentation is present.

9. The Dean reviews and makes the final decision to award or not award the credit. The Registrar then informs you in writing what credit has been awarded or not awarded (student should be informed one way or the other) and how this credit satisfies graduation requirements within the curriculum.

SUMMARY OF ADVANCED PLACEMENT RESPONSIBILITIES

Student Responsibilities:

1. Provide official transcripts of prior college work.
2. Submit records of advanced standing test results.
3. Submit records of educational experiences in the armed forces.
4. Submit records of non-college sponsored learning.
5. Petition for advance standing or placement.

College Registrar Responsibilities:

1. Evaluate transcripts.
2. Provide students forms for Petition For Advanced Standing or Placement.
3. Update the Germanna Community College Equivalency Guide.
4. Inform student of decision for approval or disapproval of Petition for Advanced Standing or Placement.

Division Chair Responsibilities:

1. Evaluate documentation for advanced standing or credit.
2. Maintain and manage assessment instruments for local examinations.
3. After recommendation of faculty, recommend approval or disapproval of advanced standing or credit to the Dean of Instruction and Student Services.

Dean of Instruction and Student Services Responsibilities:

1. Review and make final decision for awarding advanced standing or credit.

GERMANNA COMMUNITY COLLEGE

POLICY FOR AWARDING OF CREDIT UPON
SUCCESSFUL COMPLETION OF NATIONALLY ADMINISTERED EXAMINATIONS

Germanna Community College agrees with and will follow these statements from the Guidelines on the Uses of College Board Test Scores and Related Data (1988):

"1. Determine the appropriateness of particular tests through consultation with faculty members familiar with the content of the tests.

2. Establish standards appropriate to the performance levels and ranges of their enrolled students.

3. Accept the transfer of credits earned by examination at a previous institution when scores and test content meet their own standards.

[4]. Identify as such the credits granted by examination on students' records and transcripts."

The procedure used at Germannna Community College to carry out this program is as follows:

1. Faculty recommend advanced placement or credit to the Division Chair including which tests are to be accepted, what scores are required, what credits are to be awarded, and which VCCS equivalent course credit or waiver will be granted.

2. The Division Chair will consult with the other faculty members who teach in the subject matter area.

3. The Division Chair will make a recommendation to the Dean of Instruction and Student Services. A copy of the recommendation will be sent to the faculty members in the Division and the Chair of the Curriculum Committee.

4. The Dean of Instruction and Student Services will approve or disapprove the recommendation and notify the Division Chair, the Chair of the Curriculum Committee and, if the recommendation is approved, the College Registrar.

5. The College Registrar will add the information to the Germanna Community College Equivalency Guide.

GERMANNA COMMUNITY COLLEGE

POLICY FOR AWARDING OF CREDIT THROUGH
ASSESSMENT BY LOCAL EXAMINATION (ABLE)

The procedure used at Germannna Community College to carry out this program is as follows:

1. Full time faculty within a discipline recommend advanced placement or credit to the Division Chair including:

    a. the assessment to be accepted,
    b. prerequisites,
    c. methods for administering the assessment,
    d. what scores are required,
    e. what credits are to be awarded,
    f. and which VCCS equivalent course credit or waiver will be granted.

2. The Division Chair will make a recommendation to the Dean of Instruction and Student Services. A copy of the recommendation will be sent to the faculty members in the discipline and the Chair of the Curriculum Committee.

3. The Dean of Instruction and Student Services will approve or disapprove the recommendation and notify the Division Chair, the Chair of the Curriculum Committee and, if the recommendation is approved, the College Registrar.

4. The College Registrar will add the information to the Germanna Community College Equivalency Guide.

5. The assessment instruments will be kept on file in the appropriate division office.

6. Students are expected to be able to justify to faculty in the discipline that they have background skills or knowledge necessary to having a reasonable chance of acquiring credit through assessment by local examination.

7. A student may attempt a particular exam or assessment only once per academic year.

GERMANNA COMMUNITY COLLEGE

EQUIVALENCY GUIDE
NATIONALLY ADMINISTERED EXAMINATIONS

General Examination	Minimum Acceptable Score	Credit Hours Awarded	GCC Course Equivalent
American History			
CLEP			
Before 1865 subscore	50	3	HIS 121
After 1865 subscore	50	3	HIS 122
American History			
AP	3	6	HIS 121-122
Western Civilization			
CLEP	50	6	HIS 101-102
European History			
AP	3	6	HIS 101-102
AP	2	Send to Department	
American Government			
CLEP	50	3	PLS 201
Government and Politics			
AP	3	3	PLS 201
American Chemical Society General Chemistry Exam Form B	National Norm	8	CHM 111-112

6. **CONTINUING EDUCATION:**

A procedure for the Assessment of Continuing Education and Community Services was included in the Assessment Plan Revision and is scheduled for 1990-91.

7. **TRANSFER STUDENTS:**

Guideline 8 of the "Guidelines for Student Assessment" asked that senior institutions share information on transfer students with Virginia's state-supported two-year colleges.

The Dean of Instruction and Student Services prepared the following report based on the information received thus far.

ASSESSMENT OF STUDENT OUTCOMES USING TRANSFER DATA PROVIDED BY SENIOR INSTITUTIONS (GUIDELINE 8)

Germanna Community College has signed data sharing agreements with the following four-year institutions:

Virginia Commonwealth University
James Madison University
Old Dominion University
Mary Washington College
Ferrum College

The shared data include:

a. in some cases, the names of the students

b. demographic information

c. dates of attendance

d. transfer hours accepted

e. advanced placement, if applicable

f. courses taken, including developmental

g. semester hours attempted and completed

h. enrollment figures by major

i. grades in all courses enrolled in and completed

j. the average QPA/GPA of all transfer students coming from Germanna

k. academic standing

Although no formal agreement currently exists between Longwood College and Germanna, this four year institution has provided significant information relevant to former Germanna students who have transferred and matriculated there.

Because implementation of the data-sharing concept is still relatively early, definitive information is not available . For that reason, to initiate changes in Germanna's instructional programs and methods of advisement and counseling at this time would be premature. However, it is interesting to make the following observations:

James Madison University - of eighteen former Germanna students enrolling at James Madison University between the academic years of 1985 and 1988, thirteen were still enrolled as of the Spring Semester 1989.

All except one, are in good academic standing with QPA/GPAs ranging from 2.00 to 3.50. The average QPA of all Germanna transfer students at JMU is 2.73. In comparison, the median QPA at JMU is 2.785. Officials at JMU note that while Germanna's "transfer students performed very well in education-related courses, their average QPAs are less than 2.20 in courses in some of the sciences, mathematics and business disciplines."

We will conduct our own analysis in these disciplines and compare the grades earned at JMU with the grades earned at Germanna.

Virginia Commonwealth University - During the Fall Semester 1987, nine Germanna students applied to VCU; seven were accepted; and five enrolled. One of these five was enrolled in one developmental course in mathematics.

In the Spring Semester 1988, 80% of Germanna's students enrolled at VCU were eligible to return and 20% were on academic warning or probation.

To date a large amount of data from VCU is non-specific for individual colleges within the VCCS, therefore, we are unable to extract more significant information pertinent to former Germanna students at this time.

Old Dominion University - Data reported included information pertaining to former GCC students who enrolled at ODU beginning in the Fall Semester 1987. These data are inclusive of the Summer Semester 1988.

Of the nine former Germanna students who applied to ODU, five did not elect to attend. Of the remaining four who attended, their GPAs ranged from 1.39 to 2.49. For the four students attending ODU, the number of semester hours of credit accepted ranged from fourteen to sixty-eight. The hours earned at ODU for these four students ranged from five to thirty-nine.

Longwood College - Longwood College has provided unofficial transcripts for five former Germanna students who received "a total of twelve or more transfer credits evaluated and accepted at our institution anytime during the past two years."

The GPAs of these students range from 2.00 to 2.30. They have declared majors in Elementary Education, Pre-Business, Mathematics and Psychology.

Of the four students described above, only one had received an Associate degree from Germanna prior to enrolling in Longwood.

Mary Washington College - To date no information regarding Germanna's transfer students has been received.

Ferrum College - To date no information regarding Germanna's transfer students has been received.

SUMMARY

Discipline and program follow-up, i.e., analysis of success in chosen transfer majors as it relates to preparation at Germanna, has not occurred at this time.

However, as soon as definitive data are available, Division Chairs over-seeing transfer programs will begin an analysis of the data provided at the departmental levels with appropriate faculty input and discussion.

Once the data have been analyzed, implications for remediation, modification and improvement will be considered by program heads and others with appropriate supervisory responsibilities.

Anticipated areas affected, other than instructional, are Student Services, especially career counseling, orientation, advising and placement and the area of Institutional Research, i.e., data storage and retrieval methods.

8. **INSTITUTIONAL EFFECTIVENESS:**

A subcommittee was formed to review the present assessment plan and to make recommendations for revision. A major problem with the original assessment plan was the lack of a clear process for evaluating programs and services of the college. For example, the assessment reports from Nursing and Business Management Technology for this current year, 1988-89, lack a consistent structure and process for evaluating the programs. The revision of the plan provides a process by which a consistent and ongoing review of programs and services is ensured. The subcommittee first met on December 6, 1988. A draft proposal for an assessment process at Germanna was developed based on consultations with Dr. Jerry Friga of Rappahannock Community College and with Bud Levin and Terry Slaughbaugh at Blue Ridge Community College.

The Assessment Plan revision was presented to the Faculty Affairs Committee, the Faculty Senate and the Assessment Steering Committee. The revised method for Germanna's assessment will be implemented beginning 1989-1990. A detailed description of the process and a revised timetable follows.

In addition, the college adopted a Master Plan which identifies the objectives of the college and the individual responsible for reporting on the progress made towards the objectives.

ASSESSMENT PLAN REVISION

The attached matrix identifies the programs and services to be revieved and the schedule of their review. In addition, the person(s) responsible for compiling the report and the committee responsible for the review are designated.

At the beginning of each academic year the programs and services under review will be designated by the Dean of Instruction and Student Services based on this schedule. Evaluation of persons gathering and preparing the reports will take into consideration that the amount of effort involved is comparable to that of chairing a committee. The report will follow the assessment process outline attached. The Institutional Research Office and the Assessment Steering Committee will assist to provide the data and consultation needed to prepare the report. Workshops will be held by the Assessment Coordinator early in the fall for those preparing and revieving the assessment reports.

The reports are to be presented to the designated committee by March 1 for review.

The committees must review the reports and make their final recommendations by April 1.

If a program or services are to be modified, the program or services must be revieved again the following year regarding the needed modifications, otherwise the next review will occur on a five year cycle.

Year	Services and Programs to be Reviewed	Person Responsible for report	Reviewing Committee
1989-90	Accounting	"Faculty Leader"	Curriculum
1989-90	Electrical Electronics Engineering Technology	"Faculty Leader"	Curriculum
1989-90	Developmental Studies	Chair. Human., Soc. Sci. & Devel. Studies	Developmental Studies
1990-91	Continuing Education	Director of Continuing Education	Curriculum
1990-91	Computer Information Systems	"Faculty Leader"	Curriculum
1990-91	Real Estate	"Faculty Leader"	Curriculum
1990-91	Student Development Services	Director of Student Services	Student Development
1990-91	Research & Planning	Institutional Research Officer	Institutional Research
1991-92	Police Science	"Faculty Leader"	Curriculum
1991-92	Marketing	"Faculty Leader"	Curriculum
1991-92	Transfer Programs: 1) Education 2) General Studies 3) Liberal Arts	"Faculty Leader" (three)	Curriculum
1991-92	Learning Resources	Director of Learning Resources	Learning Resources Committee
1991-92	Germanna Regional Center	Director of GRC	Student Development

Year	Services and Programs to be Revieved	Person Responsible for report	Reviewing Committee
1992-93	Transfer Programs 1) Business Administration 2) Science	"Faculty Leader" (two)	Curriculum
1993-94	Management	"Faculty Leader"	Curriculum
1993-94	Nursing	Director of Nursing	Curriculum
1993-94	Assessment Plan	Assessment Coordinator	Assessment Steering

CALENDAR OF ASSESSMENT ACTIVITIES

August & September

- Programs and services are designated for review
- Workshop for those individuals responsible for preparing and reviewing assessment reports

October: Begin collecting data and other relevant information for reports

November: Surveys distributed by the Institutional Research Office

- Alumni Survey
- Graduate Survey
- Student Survey
- Employer Survey
- Non-completer Survey
- Community Survey

December: Survey data collected and analyzed

January: Results of data analysis to those preparing reports

February: Reports completed

March: Reports to Committees to be reviewed

April: Committees make recommendations to Dean of Instruction and Student Services regarding programs reviewed
Budgets prepared based on assessment reports

May: Assessment report for SCHEV and VCCS prepared

June: Assessment report to SCHEV and VCCS

July: Prepare assessment workshops for the fall

ASSESSMENT PROCESS FOR ACADEMIC PROGRAMS AND SERVICES

The Assessment Steering Committee recommends and the Dean approves list of programs and services to be reviewed.

After the program or service has been designated for review, the responsible area will collect the required data for the preparation of the assessment report. Assistance may be obtained from the Assessment Steering Committee and/or the Institutional Research Office.

An assessment report is prepared by the service area or academic division, with responsibility for completion as indicated on the previous pages.

The assessment report is submitted to the program or service's advisory committee (if one exists) for review and recommendations. It is also submitted to the Division Chairperson of the program under review for his or her concurrence or non-concurrence.

The "Faculty Leader" or designated person transmits completed assessment report to the appropriate committee and a summary of the report to all faculty.

The designated committee reviews the assessment report and makes recommendations relative to its findings.

WITHIN ONE YEAR

FIVE YEARS LATER

1. Continued without Modifications

   Committee recommends to the Dean of Instruction and Student Services that the program or service be continued without modifications.

2. Continued with Modification

   Committee recommends changes to the Dean of Instruction and Student Services. The Dean notifies the appropriate Division Chairperson of the changes to be implemented.

   Division Chairperson implements the needed changes in a manner approved by the Dean of Instruction and Student Services.

3. Terminate Program or Service

   Committee recommends to the Dean of Instruction and Student Services that the program be terminated. The Dean transmits this recommendation to the President.
   President conveys his agreement with the Curriculum Committee's findings to the Local Board, and with its approval, begins taking steps to terminate program or service.

OUTLINE FOR
ASSESSMENT REPORT

AIM: What are the GOALS AND OBJECTIVES of the program and/or service?

ASSESSMENT:
Score

_____ (0, 1, 2) Participation/Enrollment strength

_____ (0, 1, 2) Program/Service Quality
- Faculty/Staff Qualifications
- Full/Part Time Faculty Ratios
- Faculty/Staff Development
- Faculty Student Ratios, etc.
- Faculty Evaluation
- Graduate Survey
- Alumni Surveys
- Student Surveys
- Internship/Coop Ed Supervisor Evaluation
- Curriculum Design
- Courses Offered
- Advisory Review

_____ (0, 1, 2) Equipment/Facilities/Academic Support
- Computer Software
- Video Tapes, Films, Books, Journals
- Tutorial Support
- Telecommunications
- Equipment, Facilities

_____ (0, 2, 4) Outcomes
- Student Data
- Student Achievement
- Internship and/or Coop project
- Employer survey/rates
- Graduate survey
- Transfer data
- Licensing exams
- Post tests

_____ TOTAL

ACTION: What changes can be made to strengthen the program or service? What will these changes cost?

PRACTICAL QUESTIONS

The six questions into which the generalized notion of institutional effectiveness can be translated follow:

1. What is the AIM of the program or service? If only vague and general AIMS are available, they should be listed. Preferably the intended outcomes are more specific.

2. How strong is enrollment or participation ? Is the group intended to be served, being served? In what numbers? Describe population rates and retention rates. After a standard such as minimum enrollment productivity in a degree program is selected, a judgment of enrollment strength can be made in terms of zero points for below standard, one point for approximating the standard, two points for doubling the standard or more.

3. What is the quality of service performed? Information is gained from evaluations and other sources. How do advisory committees and outside evaluators rate the curriculum or the service ? How strong are student and supervisor evaluations of instructors? Once the evidence is gathered, it can be translated into a judgment of zero points for below average, one point for average, and two points for above average.

4. Do quality facilities, equipment and academic support exist? Once again data can be gathered from a variety of sources. The resulting judgment can be translated into zero points for less than adequate facilities, equipment and academic support; one point for adequate facilities, equipment and academic support; and two for exemplary facilities, equipment and academic support.

5. Do student outcomes match program/ or service AIMS? What is the measured degree of success in carrying out the AIMS of the program/or service ? Documentation for this judgment can include such statistics as student transfer success, post-tests, employment rates and appropriateness of employment, licensing exam results, employer surveys, and graduate surveys. The basic question relates back of what are the described AIMS of the program or service, and to what degree are they being achieved ? This factor may be double weighted to emphasize its importance. Therefore, a judgment on this question of below adequate would receive zero points, adequate to meet program or service expectations two points, and exemplary or superior results would receive four points.

A tally of points assigned to questions (2), (3), (4), and (5) produces a relatively even handed, overall assessment of the program or service. The points assigned to questions also indicate diagnostic information regarding areas of strength and weakness. Using this system of weights a program or service is assessed on a one to ten point basis. An ASSESSMENT rating of five for a program indicates one which is living up to its expectations.

6. What ACTION is suggested? Given the AIMS described in answer to question (1), and the diagnostic ASSESSMENT described in questions (2) through (5), what program changes might be made to strengthen the program or service during its next cycle? What will the costs be to implement the changes?

SOURCES OF INFORMATION FOR THE ASSESSMENT REPORT

AIM	Advisory committee, division, catalogue etc.
ASSESSMENT	
Participation/ Enrollment	Institutional Research Office (IRO)
Program/Service Quality	
Faculty/Staff Qualifications	Dean's Office
Full/Part Time Faculty Ratios	IRO
Faculty/Staff Development	Dean's Office, Division
Faculty/Student Ratios	IRO
Faculty Evaluations	Division
Graduate Survey	IRO
Alumni Survey	IRO
Student Surveys	IRO
Internship/Coop Ed Supvr Eval	Division
Curriculum Design	Division
Courses Offered	IRO
Advisory Review	Division
Equipment, Facilities and Academic Support	
Computer Software	LRC, Division
Video tapes, films, books, etc.	LRC, Division
Tutorial support	LRC
Telecommunications	LRC, Division
Equipment/Facilities	Dean of Finance, Division
Outcomes	
Student Data	IRO
Student Achievement	Alumni, Student Services
Internship and Coop Ed.	Division
Employer Surveys/Rates	IRO
Transfer Data	Student Services
Licensing Exams	Division
Post-tests	Division, Student Services
ACTION	
Costs	Dean of Finance

9. FACULTY SURVEY

At its first meeting the Steering Committee approved John Adam's suggestion to survey the faculty regarding assessment. The report of his findings follows.

REPORT OF A SURVEY OF FACULTY VIEWS REGARDING ASSESSMENT AND THE ASSESSMENT PROCESS

Introduction

The following is a report of a survey of faculty and staff views regarding assessment and the assessment process at Germanna Community College. The initial survey was begun during the Fall semester 1988 and was concluded during the first part of the Spring semester 1989. Eighteen full time faculty members took part in the survey.

Purpose

The purpose of the survey was to obtain an over-all perspective of the actual views of the faculty at Germanna Community College towards issues related to educational assessments in general and specifically towards issues related to the process of assessment of institutional effectiveness as mandated by the State Council of Higher Education for Virginia.

Rationale

Because the ultimate success of any attempt to assess the effectiveness of an educational institution depends directly on the degree of cooperation and involvement of the faculty of that institution, it is critical for the leadership of the assessment project to have an accurate picture of the views of the faculty regarding assessment and the assessment process. Ideally, the views of the faculty should be gauged at the beginning of the assessment process and then continuously monitored throughout the duration of the process. A knowledge of initial views of the faculty at the beginning of the assessment process will allow the leadership of the assessment project to plan an efficient strategy that will allow for and promote maximum faculty participation. The continuous monitoring of faculty views during the assessment process will allow the leadership to continuously evaluate the effectiveness of the assessment process in terms of faculty involvement.

Method

In order to obtain a broad perspective of the actual views of the faculty toward assessment and the assessment process, an open-ended interview format was selected. it was felt that this type of interview format would allow the faculty members the opportunity to express themselves on a variety of issues related to assessment with a minimum of restrictions. No time limits were placed on the interviews. The interviews lasted anywhere from forty-five minutes to an hour-and-a-half. The majority of the interviews took place in the office of the person being interviewed. Every effort was made by the interviewer to foster a relaxed, informal atmosphere during the interviews. Four general questions relating to assessment are asked during the interview in order to stimulate discussion. The discussion is not limited to the four questions, however. The four questions are:

1. What is your reaction to assessment?

2. What is your perception of Germanna students when they enter the College?

3. What is your perception of what happens to students while they are at Germanna?

4. What is your perception of what happens to students after they leave Germanna?

All of the interviews were on a voluntary basis at the convenience of the person being interviewed. Before the interview, the person being interviewed was instructed that the notes taken during the interview would be held in strictest confidence and that no complete text from an interview would be made public. During the interview, the interviewer took handwritten notes on the observations offered by the person being interviewed. Allowances were made for "off-the-record" comments by the person being interviewed. After the interview, the notes taken during the interview were typed up by the interviewer and then submitted to the person interviewed. A memorandum was attached to the interview notes that requested that the notes be reviewed and that any clarifications, additions or deletions be given to the interviewer.

Initial Results

The response of the faculty members who were interviewed was very positive. No one refused to be interviewed and, judging from the comments during the interview, most faculty members appreciate the opportunity to make their views related to assessment known.

Concerning the dual purpose of the project, to obtain an over-all perspective of the actual views of the faculty at Germanna Community College towards issues related to educational assessments in general and specifically towards issues relating to the process of assessment of institutional effectiveness as mandated by the State Council of Higher Education for Virginia, the faculty members who have been interviewed have made a clear distinction between the two purposes. Regarding the first purpose, the faculty has expressed a strong interest in the concept of educational assessment and has indicated a willingness to work towards that end. However, many faculty members have expressed reservations with respect to the assessment guidelines offered by the State Council on Higher Education. A clear need was indicated by the survey for keeping faculty involved about the assessment process. As a result workshops and seminars will be conducted next year. In addition a followup survey will take place Spring 1990.

10. **FUNDS FOR EXCELLENCE**

Five faculty from Germanna participated with faculty from Blue Ridge and Northern Virginia Community Colleges in discussions, meetings and workshops concerning Critical Thinking. These activities are funded for the 1988 - 1990 academic years.

The purpose of this project is to address the need for improvement in student's critical thinking. The objectives include:

- Understanding of critical thinking
- Strategies for effective teaching of critical thinking
- Integration of critical thinking into courses and curricula.

Critical Thinking

The Critical Thinking Scholars developed methods for incorporating Critical Thinking skills within their specific disciplines and have planned a faculty workshop on Critical Thinking for the Fall 1989 semester. Five new scholars have been selected for the second year of the project. The following report is a summary of the 1988-89 Critical Thinking Project at Germanna.

GERMANNA COMMUNITY COLLEGE

CRITICAL THINKING PROJECT

FIRST YEAR REPORT

1988-1989

The objectives of the project remain those listed in the proposal. The Critical Thinking project at Germanna has involved five faculty from a variety of disciplines (English and Reading, History, Psychology, Business Management, and Electronics) participating with Northern Virginia Community College and Blue Ridge Community College colleagues in developing their understanding of critical thinking and identifying strategies which lead to effective teaching of critical thinking within and across a variety of teaching contexts. Faculty have read about critical thinking, participated in three intercollegiate "share experience" meetings, and attended two workshops, the first of which the faculty found to be more beneficial in terms of the anticipated outcomes, i.e., increased knowledge of the pedagogical processes intrinsic to the successful teaching of critical thinking. Faculty have experimented with various pedagogical techniques and have described their experiences in papers submitted to the project coordinators as well as shared with all the other scholars. As the first year of the project ends, the five Germanna faculty are ready to serve as mentors to five new scholars while they continue to incorporate critical thinking strategies in their own classrooms. The expected outcomes of the project are that through this "grassroot" effort, faculty will increasingly focus on identifying the processes of critical thinking in their classes and that ultimately there will be a campus-wide dissemination of strategies for the teaching of critical thinking.

The three "working" meetings held with the NOVA and Blue Ridge colleagues seemed most valuable in that the scholars shared critical thinking teaching strategies that they had implemented. The sharing of the participant's growth process with its inherent successes and frustrations contributed significantly to the project's intended outcome, the development of collegial relationships within and among curricular disciplines and colleges.

In each discipline represented at Germanna, scholars have identified that as a result of their participation in this project, their focus for the students' education has expanded to include the process of thinking in their curricula. One scholar planned for students to reflect on the process of how they acquire knowledge or problem solve, often requiring them to write reflection papers and conduct

"experiments" that motivate the student to recognize alternative viewpoints. This scholar also employed a team testing approach that encouraged students to talk with one another and to exchange ideas. Interestingly, the scholar found the students highly motivated to learn for each other so that the team would perform well.

In Business Law I and II, students gained experience identifying thinking skills using Robert Sternberg's three categories of thinking: the metacomponent (deciding and what-to-do next); the performance component (implementing the decision); and the knowledge acquisition component (learning new material). In his final report, the scholar states that "Adding the teaching of thinking skills to the law classes has directly aided my students by: ....(helping) them to have a better understanding of business law and how to systematically apply the law to a set of facts; ... helped them to take a more active role as well as enjoying the course more; ...benefitted from the acquired knowledge regarding thinking skills and the increased ability to use these thinking skills in other courses."

A conclusion shared by all scholars as a result of the first-year of the project is that faculty members need to make critical thinking part of their syllabus in their respective courses. One scholar writes, "(Critical thinking) must be removed from the hidden curriculum and made part of the course outline and become part of the expectations of the student."

Another scholar described increased emphasis on designing class projects around critical thinking criteria, giving students a clearer sense of task as an outcome of his participation in the critical thinking project. One scholar incorporated methodology learned at the first workshop in Political Science classes as well as in a new course for spring semester entitled Great Books. Another new course is planned by this scholar for fall semester, Intellectual History, implementing critical thinking teaching strategies.

The five Germanna faculty participating in the first year of the critical thinking project taught over 500 students enrolled in approximately thirty courses.

Student Outcome Assessment is central to the success of the critical thinking project. The Curriculum Committee's subcommittee on General Education, chaired by Jane Ingalls, also the faculty liaison for the Critical Thinking Scholars, set out to identify Germanna's definition and objectives for general education including the role of critical thinking. Richard Gossweiler, Chairman of the Curriculum Committee and critical thinking scholar, describes in his final paper for the project the work of the General Education Subcommittee in relation to the teaching of critical thinking

skills. See Attachment A. The Assessment and Curriculum Committees have recommended to the Interim Dean of Instruction and Student Services the formation of an ad-hoc committee on General Education to develop a process of measuring the student outcomes of General Education at Germanna.

The project has had the support of President Turnage and Interim Dean of Instruction and Student Services, Gilbert Coleman. They have encouraged the scholars by their continued interest in the project throughout the year and by their desire to see the work begun by the scholars disseminated throughout the campus and systematically incorporated into the curricula. Each faculty member at Germanna has been invited to respond to the President's master plan survey which in part addresses the development of the general education components of the curricula to provide students the process skills of critical/analytical thinking, synthesis, integration, self-understanding, aesthetic appreciation, social responsibility and life-long or self-directed learning skills. Interim Dean Coleman has requested that the five first-year scholars plan a faculty workshop on critical thinking for the start of the fall semester 1989. Mr. Coleman has also identified the five new scholars for the second year of the project. With the appointment of Dr. Charles A. Sieracki to the position of Dean of Instruction and Student Services effective July 1, 1989, the faculty are looking forward to his arrival on campus and to the leadership he brings to the faculty and staff.

Enhancing faculty awareness campus-wide of the objectives of general education including the role of critical thinking is a goal for 1989-1990. The role of the Ad Hoc General Education Committee would be to develop a process of measuring student outcomes and develop an agenda for general education assessment activities for the next five years. One suggested activity for 1989-1990 would be a faculty survey of how the identified general education objectives are measured in their classes. The second-year scholars represent a diversity of disciplines: mathematics, social sciences, nursing, business management, and counseling. Campus-wide dissemination will be facilitated by the participation of the student service counselor, Jim Grigsby. The first-year scholars remain highly motivated and have expressed interest in having frequent informal faculty/student service meetings throughout 1989-1990 to talk about teaching critical thinking and better serving our students. In addition, these first-year scholars will be mentors for the five new scholars, supporting and encouraging one another.

This project is, in the words of one scholar, "(Opening doors) for discussion of critical thinking in the composition curriculum ....and interdisciplines as well." In general, the

scholars are discerning a clearer view of general education and a better sense of the role of critical thinking in the college's curriculum.

CRITICAL THINKING SCHOLARS
1989-1990
GERMANNA COMMUNITY COLLEGE

David L Fama, Assoc. Prof. - Mathematics
P.O. Box 344
Locust Grove, Va. 22508

Dale M. Featherston, Assoc. Prof. - Nursing
1101 Stafford Avenue
Fredericksburg, Va. 22401

James A. Grigsby, Counselor
Box 192 LOW
Locust Grove, Va. 22508

Gerald D. Slusser, Assoc. Prof. - Business Management
2607 Heritage Drive
Culpeper, Va. 22701

Joel C. Tate, Professor - Social Sciences
Rt. 1, Box 74
Culpeper, Va. 22701

Faculty Liaison: Jane R. Ingalls, Assist. Prof. -Nursing 203
203 Lake Shore Drive
Fredericksburg, Va. 22405

Dean of Instruction and Student Services effective July 1, 1989: Dr. Charles A. Sieracki

Attachment A
Richard Gossweiler

GERMANNA COMMUNITY COLLEGE
CRITICAL THINKING SKILLS AND ASSESSMENT

At the Fall Semester In-Service Faculty Workshop Meetings, it was the consensus of The Germanna Community College faculty that Critical/Reflective Thinking should be an attribute which all graduates should possess. Thus both the Assessment and Curriculum Committees began to study how this could be accomplished. A Sub-Committee of the Curriculum Committee chaired by Jane Ingalls, the faculty liaison for the Critical Thinking Scholars, was formed to examine the objectives of General Education at Germanna including the role of critical thinking.

Simultaneously a survey was conducted "to determine the faculty's willingness to include critical/reflective thinking as a desired goal for all degree programs." The results were positive with the majority of faculty agreeing that critical thinking should be included in selected courses required for an Associate Degree.

The Subcommittee on General Education held a number of open meetings concerning the role of critical thinking as a specific objective in the general education requirements at Germanna. The Sub-Committee presented a draft proposal to the Assessment Committee, and this proposal will now be acted upon by the Curriculum Committee. The proposal includes critical thinking as a component of the College's General Education requirements. It particularly addresses the role of critical thinking in defining personal values and relating personal values to those of other persons and other cultures. The draft proposal stipulates that upon completion of the General Education Requirements, the student must be able to address a variety of problems, select or create solutions to problems and implement solutions. Specifically the student must be able to:

Be an independent learner,
Define the problems to be solved,
Seek the information needed to solve the problem,
Think creatively in developing a solution, and
Make logical inferences based on assumptions.

How these objectives will be assessed has not yet been determined. It is presently the consensus of the Critical Thinking Scholars that "the best of all possible worlds" would be a specific course or unit in Critical Thinking Skills taught to all students (perhaps as part of Orientation) with the skills then being reinforced in other classes with particular concern being placed on transferability of the skills. All of the Critical Thinking Scholars are teaching Critical Thinking Skills in specific courses in their disciplines which include Science, Social Science, Business, Nursing and the Humanities. An analysis of

those outcomes and particularly the ability to assess those outcomes will have a direct bearing on the role Critical Thinking will play in the college's Assessment Plan.

11. ASSESSMENT STEERING COMMITTEE

The Assessment Steering Committee was formed and met initially on October 28, 1988. This committee included the following individuals:

John Adams, Adjunct Faculty Member
Randy Beckham, Faculty Senate President
Gil Coleman, Acting Dean of Instruction
Peggy Cocke, Chair. for Learning Resources Committee
Don Frank, Business Faculty
Rich Gossweiler, Chair. for Curriculum Committee
Hortense Hinton, Director of Student Development Services
Crystal Jones, Staff Association President
Jane Ingalls, Nursing Faculty
Russ Lloyd, Chair. Business Division
Sally Nelson, Chair. Humanities, Social Sciences, and Developmental Studies
John Petro, Student Government Representative
Donna Prideaux, Chair. Student Development Committee
Bill Rhodes, Acting Chair. Math, Science and Nursing
Pat Shrader, Director of Continuing Education
Bob Sherwood, Chair. Faculty Affairs Committee
Howard Ward, Chair. Institutional Research Committee
Gayle Wolfe, Assessment Coordinator

The committee was formed to oversee the assessment process at Germanna and as a forum for discussion and communication regarding assessment. The current year at Germanna was a transitional one in that as a part of VCCS we had changed from a quarter to a semester system; we had created and filled two new positions, Director of Student Services and Chairperson for Humanities, Social Sciences and Developmental Studies; and we were in the process of hiring a new Dean of Instruction. Additionally, Germanna is in a period of enrollment growth which has added to the workload of administrators, faculty, and staff. As a result, assessment procedures were delayed until the Assessment Steering Committee was formed.

The previous areas were addressed by the Assessment Steering Committee in conjunction with various other faculty and committees at Germanna. The Assessment Steering Committee will continue to oversee the assessment process at Germanna during the 1989-90 academic year. During that time it will evaluate both its role and the role of the Assessment Coordinator and will make recommendations as necessary to ensure that assessment continues in a manner that is useful and congruent with the goals and values of the college.

ERIC Clearinghouse for Junior Colleges

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